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ABSTRACT

The purpose of this study was to examine the feasibility of a continuous school year plan -- the 45-15 plan -- for the Boise Public Schools. Under this plan, students would attend school for 45 days and be absent from school for 15 days in rotating shifts throughout the year. Eleven subcommittees researched various aspects of a continuous school year, such as calendars, staff relations, census and attendance, pupil personnel services, maintenance, climate control, public relations, data processing, government and institutional relations, and curriculum planning. The reports of these subcommittees make up the bulk of this presentation. As a result of study findings, it was established that year-round schooling is a viable educational program for the Boise schools. In addition, a simulation program evidenced that the school staff had the capability of developing the necessary calendar, that the existing facilities could accommodate 25 percent more pupils under an extended year calendar, and that the amount of education for the dollar over the long term would be greater than under the present 9-month system. However, three objections to the program were voiced by the school authorities: (1) primary grade children should not be required to change teachers every 45 days, (2) well-established extracurricular and enrichment programs would have greater difficulty in maintaining their high standards, and (3) the question of summer employment for youth would still remain unsolved. (Author/EA)

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ONE APPROACH

TO

YEAR-ROUND SCHOOLING

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ONE APPROACH TO YEAR-ROUND EDUCATION

A Study
Prepared for the Trustees
of the Boise Independent
School District

To Assess the Impact
of One Approach to Year-
Round Education Upon the
Boise Public Schools and
the Boise Community

By
The Year-Round School Study Committee
James T. Saad, Chairman

March, 1972

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EDITOR'S NOTE

The copy came from the committee members, who were exploring the feasibility of the 45-15 plan. No attempt was made to slant nor alter the content of the reports. In some instances sentences were revised, sharpened, and shortened. The reports reflect the findings of the committee members.

L.J.

ACKNOWLEDGMENTS

Gratitude is extended to the professional educators and the private citizens who gave their time freely for the development of this study.

FOREWARD

Repeated questions from area legislators, as well as school patrons, concerning the subject of year-round schooling caused the school trustees of the Independent School District of Boise City to insert this item in my Annual Performance Review for the school year 1971-72:

> "Goals and Objectives for the 1971-72 School Year:
>
> . . . An expanded study, with Board involvement, of the concept of the year-round school . . . these activities will require a task force approach, involving staff, faculty and the community."

This published report represents my compliance with that directive. It represents the efforts of hundreds of people in our schools and in our community who gave countless hours of their time to this study. Mr. James T. Saad, the committee chairman, is to be commended especially for his efforts in the development of this report.

The report was given verbally at the January 26 colloquium in which a good cross-section of people with experience in year-round schooling participated: authorities from Lockport, Illinois, where the 45-15 plan originated; a Vermont superintendent who is developing this type of schooling; a school trustee from a community which rejected the plan; and local committee chairmen who reported in the evening session. James Gove paid our school district and particularly those who worked on the study the compliment that, in his experience in traveling across the country, no staff had studied the matter in as much depth or detail or made a smoother presentation, and that included his own school district in Lockport.

The study establishes without question the fact that year-round schooling is a viable educational program. Because of the Boise High School simulation, we know that

1. our staff has the capability of developing such a calendar as the report has identified a number of educational advantages,

2. it is well-established that our existing facilities could accommodate 25% more pupils by using this type of calendar,

3. preliminary cost analyses seem to indicate that the amount of education for the dollar over the long term would be greater than under the present nine-month system.

In my opinion, the educational advantages outweigh the disadvantages and this report makes that clear. I feel compelled, however, to mention two or three of the most obvious disadvantages:

1. Primary grade children should not be required to change teachers every 45 days. Strict interpretation of the 45-15 plan would indicate that this would be a requirement.

2. Some of our most well-established extracurricular and enrichment programs, particularly those in the field of music, would have greater difficulty in maintaining their high standards under such a program; our athletic teams, upon which a great deal of community attention is focused, would encounter problems.

3. We've never been able to satisfactorily answer the question of summer employment for youth.

As the study developed and as community interest in the subject increased, the questions most frequently asked by friends and critics alike concerned the effects of the calendar on the lifestyle of the community. Working mothers were concerned, high school students who depended upon summer jobs voiced apprehension, families who traditionally vacationed together taking advantage of Idaho's vast recreational resources questioned the calendar. Many of the service clubs which carry on summer activities questioned the plan. In essence, the major concern of the community seems to be in terms of the question: "How will this affect me and my family as we carry on our traditional family activities?"

Before any consideration is ever given to adoption of such a calendar, this school district, or for that matter any school district, would have to spend a great deal of time determining whether or not the effects of such a calendar on the lifestyle of the community would be so adverse as to negate all of the positive features of the year-round school calendar. We would have to involve the community in a lengthier study (perhaps two years) of the effects of the lifestyle of the community before we could ever go about planning for the implementation of such a calendar.

Stephenson S. Youngerman, Jr.
Superintendent of Schools

4/14/72

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Boise City

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INTRODUCTION

The Independent School District of Boise City is dedicated to the search for and implementation of programs which allow for individual growth. In accordance with this philosophy, and recognizing a growing public awareness of the continuous school year concept, Dr. Stephenson S. Youngerman, Jr., superintendent of schools, asked that a committee be formed to study the impact the continuous school year concept would have on the Boise Schools.

Included among the committee's tasks were:

1. Providing information that might be used by the District's decision makers as they search for viable alternatives to solve the District's problems.
2. Identifying advantages which would accrue to the learner, those who teach them, and the greater community.
3. Involving the professional staff and representatives of the public in the study.
4. Surveying available literature.
5. Weighing the advantages of such a program with regard to every segment of the community.
6. Studying professional and governmental relations.
7. Analyzing necessary curriculum patterns.
8. Organizing a study of buildings and facilities.
9. Studying the implications for teacher training.

The nine month school term grew out of an agrarian society which demanded the closure of school in order that the student could help to

plant and harvest during the summer. The need for formal education was not critical as one could find work on the farm or at other labor. Building costs were relatively low and idleness of school facilities was a minimal concern. Today approximately ninety-three percent of employment is non-agrarian and jobs are geared to a year-round schedule.

Today's society is encountering rapid cultural changes and facing an increasing number of unprecedented problems. Our present situation requires the development of an educational program which will better meet the challenges and needs of an advanced technological nation. Better utilization of existing facilities and personnel through a continuous school year is an intriguing possibility for achieving a more adequate and relevant education.

The prime function of the Boise Schools is to maintain a quality educational program for those in the Boise community, defined by law as eligible recipients for public education. Every effort the District initiates must serve this function. For this reason, the study committee has documented benefits which could accrue to those eligible to learn in the Boise Schools if a continuous school year were to be implemented. Those positive factors which have been identified would:

1. Provide an opportunity for greater impetus to improve curriculum and individualize instruction through the flexibility of a year-round schedule.

2. Increase the opportunity for hiring the finest possible teachers because of the attractiveness of the year-round salary. An adequate year-round salary would attract the highest caliber of teacher and the opportunity of working all year would motivate this most competent staff.

3. Reduce the need for teachers to supplement their income, thereby releasing more time for the teachers to give to the pupils with whom they are working.

4. Achieve more individual attention by reducing the pupil-teacher ratio.

5. Make available the opportunity of extended attendance for purposes of in-depth study or remediation for students who so desired.

6. Expose students to constructive developmental programs by means of a continuous year, as learning is a continuous function, a year-round, life-long experience.

7. Shorten the period away from formal learning, thus increasing the continuity. The "forgetting lag" is lessened. Therapeutic values result from having vacations throughout the year. Short vacation periods would lessen pupil fatigue; motivation would be easier.

8. Provide more continuity in the educational program through more effective use of competent staff members. More men probably would be encouraged to go into elementary education because of full year-round employment, thus providing more balanced educational experience to children.

9. Spread recreational opportunities throughout the year.

10. Offer concentrated experiences (mini-courses). This program offers more chance to present a variety of electives. Outdoor education would be more readily available in summer months.

11. Spend less concentrated periods of time away from supportive services such as counseling.

12. Guarantee each child as much instruction time as normally would be given, but fewer pupils would be in attendance at any given time. Smaller enrollment would make it possible to use the district's professional services and physical resources more efficiently.

13. Develop a complete public education program for the community's kindergarten-age children by adding more available space in the buildings by better utilization of facilities.

14. Diminish the educational and social problems which often develop for students in a crowded school environment.

15. Give many more students, particularly on the elementary level, the benefits of the training, talent. and experience of more than one teacher during an academic year.

16. Reduce, theoretically, the drop-out rate if the school offered more and scheduled with more flexibility.

17. Increase of the emphasis on planning with continuity throughout the elementary, junior high, and senior high schools. Students would benefit from the changes in the instructional program that would be planned and initiated as part of the year-round school study. A well-integrated program for K-12 instruction is in effect and this K-12 planning would be even more strongly reinforced.

18. Benefit students in elementary school with behavioral and academic problems by changes in strategy and personality that would come with the option of a different teacher at the end of each 45-day sequence.

The committee recognizes that the listed benefits are theoretical and could be validated only through actual experience. However, they are realistic assumptions which are premised upon professional opinions that have been formed through professional experience.

Public interest in the continuous school year has added another dimension to this study. Some people are adamantly opposed to the concept; others consider the program as an additional option to be considered as they participate in planning a future course for Boise public education. All agree that information is needed that will define the concept's impact upon the Boise public schools and the community that supports them. This study is offered as a first step to provide that information.

Composition of the Committee

A committee was formed that would be representative of the Boise School District and the community. Those who worked in primary research and advisory capacity or contributed written statements were:

James Saad
Herman Steger
John Fahrer
Dorothy Hansen
Richard Kuntz
Robert Pratt
Wilma Jones
Rosemary Stone
Donald Gribble
James Frisby
Ellie Filler
Maurine Darling
Helen Williams
Blossom Schlanger
Harry Jensen
Daniel Burns
Robert Neal
Thomas Tracy
Claude Hanson
Kathleen Bergquist
Goldie Campbell
Homer Clough
Edward Hedges
Jim Coleman
Phyllis Schmaljohn
William John
Helen Chastain
Pat Bieter
Carmen Mayes
Terry Conley
Jack Acree
Ronald Runyan
Howard Freeman
Curt Schmitt
Rory Stevens
Barbara Snell
Mable Borchardt
Gordon Nichols
Claire Kleffner
Mary Thomas

The number of persons who contributed to the research increased as the work progressed and more people became aware of the study. Many people added their time and talents to the effort.

Statement of the Problem

The problems of defining a year-round school study for a community that is not pressed by an immediate need to implement a radical solution for a severe problem are varied and complex. They are compounded by the following:

The District's educators have had no experience in identifying the variables which must be considered in programming the concept for study. Several plans are available for perusal in the professional literature, but the committee believes specific information can best be gathered if one plan is selected as a vehicle for research. The reasons for the selection of the 45-15 plan appear in the next section. This approach will provide the community with a fund of information and their professional educators with a record of experience related to the specific implications of one approach to year-round schooling.

The attitude of school personnel toward year-round schooling is unknown. An orientation program is necessary for the implementation of the sample involved in the study. Information will be provided for teachers that is specific enough for them to frame opinions as to how the concept would influence their personal and professional lives.

The attitude of the general public toward year-round education is also unknown. Most of the community is unaware of the implications of year-round education beyond the summer school programs presently being offered by the District. But the year-round school concept appears to be an option that is being considered by communities throughout the nation. For this reason, the study will be programmed to give the community information which is specific enough for them to frame opinions as to how the concept would influence the education of their children and affect the life style of the community.

An effort will be made to identify advantages which would accrue to the learner under the year-round school concept.

Design of the Study

Early in its deliberations, the study committee decided to adopt the 45-15 term rotation approach to year-round schooling as the vehicle for its research. The following reasons are given for this decision:

The committee felt that a library study of all existing year-round school models would not give specific information as to the impact year-round schooling would have upon the Boise community and its schools.

The problems of programming 45-15 are typical of those encountered in the implementation of other year-round school programs. The 45-15 is a term-rotation model, an approach which has gained more public acceptance than any other known to us.

Some alternatives are the extended school year, a concept which was not designed with economy in mind, and variations of the quarter system which provide vacation time in long periods during bad-weather months in northern latitudes.

There are many year-round school models, and variations of models. The problem was not in selecting one over another for the Boise schools, but rather to study the impact of a year-round school program upon the school system and the community.

More specific information is available on 45-15 than any other year-round school model. Available information helped us identify elements of the problem which we used to give direction to our study. The elements we defined were researched by the following subcommittees:

a. Calendar.
b. Staff Relations.
c. Census and Attendance, K-6.
d. Census and Attendance, 7-12.
e. Pupil Personnel Services.
f. Maintenance.
g. Climate Control.
h. Public Relations.
i. Data Processing.
j. Government and Institutional Relations.
k. Curriculum Planning.

Detailed information as to the logic behind the selection of these study elements, the definition of their purpose, and the data revealed by their research is provided in Chapter III of the study. Each element was researched by a sub-committee, and is presented under the by-line of the sub-committee chairman.

One of the important variables in studying a year-round school concept is the ability of the professional staff to program the concept. To define problems related to this variable, the committee selected Boise High School and all of its feeder schools as a target population to use in a paper simulation. This school population, and the resources directed to their education, hold problems which are typical of those that would be encountered in studying the concept in any area of the city as a whole. A sample of the study problems identified shows:

1. Contiguous urban neighborhoods.
2. Semi-rural areas.
3. Modern housing sub-divisions.
4. Complex school safety and transportation problems.
5. Small schools and large schools.
6. Older schools and newer schools.
7. A cross section of special education classes.

This area set aside for the study comprises approximately 1/3 of the District's enrollment and physical resources.

The simulation is described in Exhibit A that accompanies the study. It is, in essence, a book of directions which was used by the various sub-committees to direct and coordinate their activities. We were forced to improvise as we progressed, but the description of the simulation does outline the methods we used to gather data. The paper-simulation method we followed gave us information that is more specific than would have been forthcoming had we studied the concept and made hypothetical projections which led to hypothetical conclusions.

A public colloquium was planned to maximize exposure to our study and to present general information about the 45-15 concept. Our intent was not to sell this particular concept to the community but to inform people about the implications of year-round schooling by means of a description of a single plan. This procedure not only provided them with specific information, but it also provided the professional staff with a working knowledge of the aspects of year-round schooling through a familiarization with a single plan.

A complete description of the colloquium is included in Chapter I.

CHAPTER I

SUB-COMMITTEE REPORTS

Calendar

Herman Steger and John Fahrer

That the school year is divided into four equal periods of school attendance, separated by equal periods of vacation, is the basic concept of the 45-15 calendar. The law requiring 180 days of school is easily satisfied by the provision of four periods of 45 days each. Thus, the intervening vacation periods would be for 15 school days.

The school population is also divided into four equal groups. No two groups have vacation at the same time. Initially, the starting times for the four groups are staggered at three-week intervals. When Group D begins, Group A goes on vacation.

The calendar provides for all groups to be out of school on all national holidays. In addition to the three-week vacation periods, all groups have a ten-day vacation at Christmas and a two-week summer vacation, which provides for school maintenance.

In order to have no more than three groups in school at any given time, midweek starts and stops are necessary.

Illustration A shows the starting dates, the concluding dates, the vacation periods, and the weekends for all four groups. The calendar does not include the succeeding year's beginning, although the same rhythm would prevail in the continuation as is apparent in the given calendar.

Boise Schools Proposed 45-15

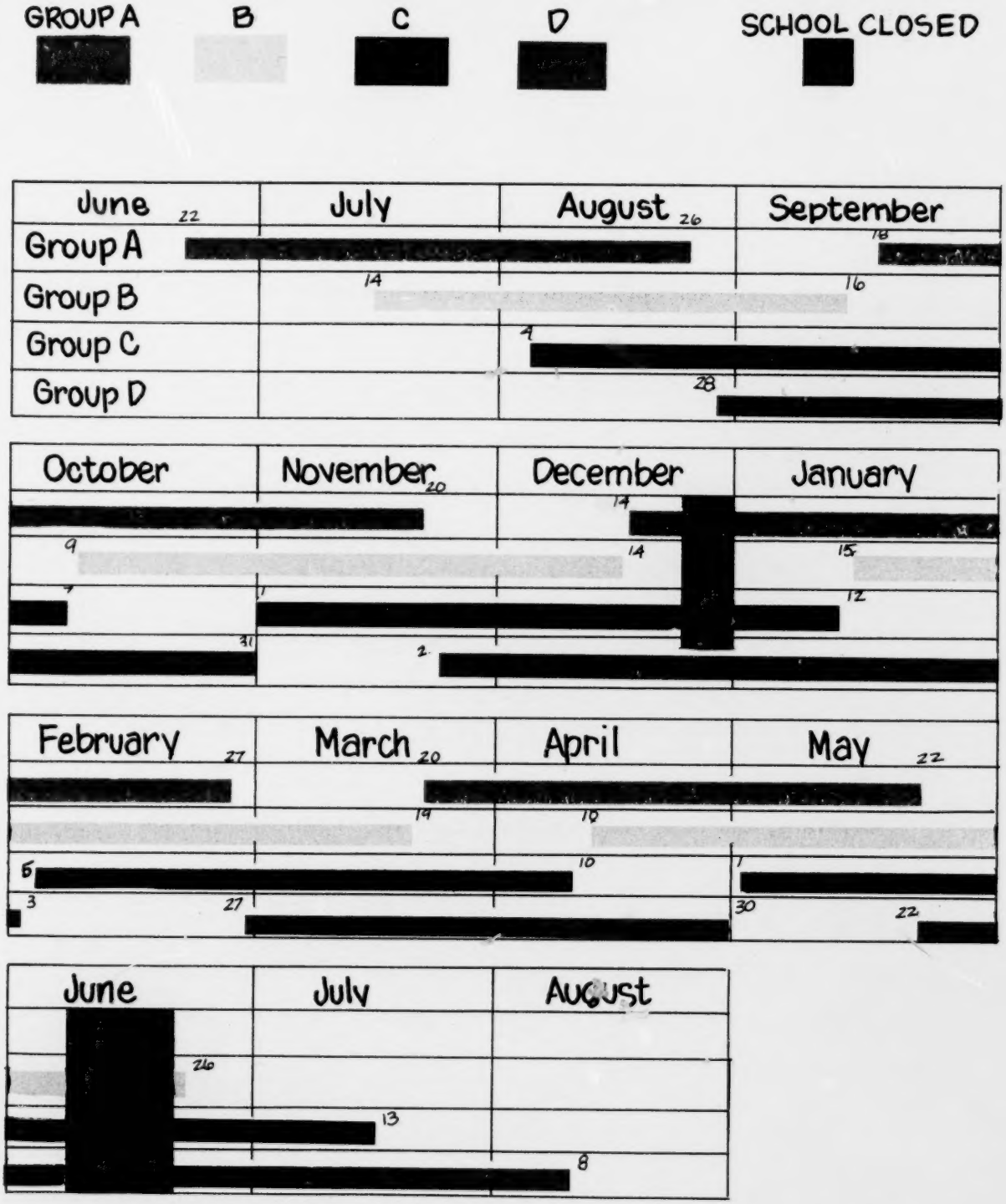


Illustration A.

The assignment to Groups A/B/C/D is left to the attendance committee. Placements within a group would seek to balance each group equally and thus 3/4 of all students would be in school at a time.

The calendar offers teachers options regarding number of days of employment. These options are discussed by a following committee.

The calendar, Illustration A, is copied from the Valley View Calendar of Lockport, Illinois, and the dates indicated are for the 1971-72 school year for purpose of illustration only.

Conclusion

The calendar for a 45-15 year-round school would be easy to design. The calendar which offered precisely 45 school days and 15 vacation days would contain some undesirable features: the 45th school day coming on Monday, the 15th vacation day falling on Thursday, thus the first school day of a group would fall on Friday. A calendar which minimized these conditions could not have four equal 45-day school periods for each of the four groups. Some periods would be 44 days and others 46. The same scheduling holds true for the vacation periods.

Therefore, the committee concludes that the inconveniences the 45-15 schedule impose far over-shadow the advantages of this concept. While public support would be diligently sought prior to implementation, the many inconveniences imposed by the school calendar would be obvious targets of protest against the entire year-round school program.

Census and Attendance, K-6

Richard Kuntz

The simulated plan we devised to study the impact of the 45-15 concept upon elementary schools is one example of how the concept could be programmed. We were primarily interested in providing ourselves with attendance groups which could be used to simulate scheduling procedures which would reveal the number of students in attendance in a building at a specified time.

We started our study by making a pin map for each elementary school in the study area. This procedure provided us with precise information stating where the students reside and their grade levels.

Since kindergartens are not a part of our regular educational system, we assumed there would be as many kindergarten students as first graders currently enrolled. The 45-15 concept would provide enough space in existing facilities to house kindergarten students and include them in our educational program.

The pin maps provided us with the information we needed to divide each school attendance area into four attendance groups to facilitate scheduling, according to the Lockport, Illinois Valley View term-rotation scheme. Illustration B shows the attendance groups that were developed for Garfield School. Illustration C is a breakdown by grade level of the Garfield students in each attendance group.

The number of students in each attendance group in each grade level gave us the information we needed to simulate the schedule.

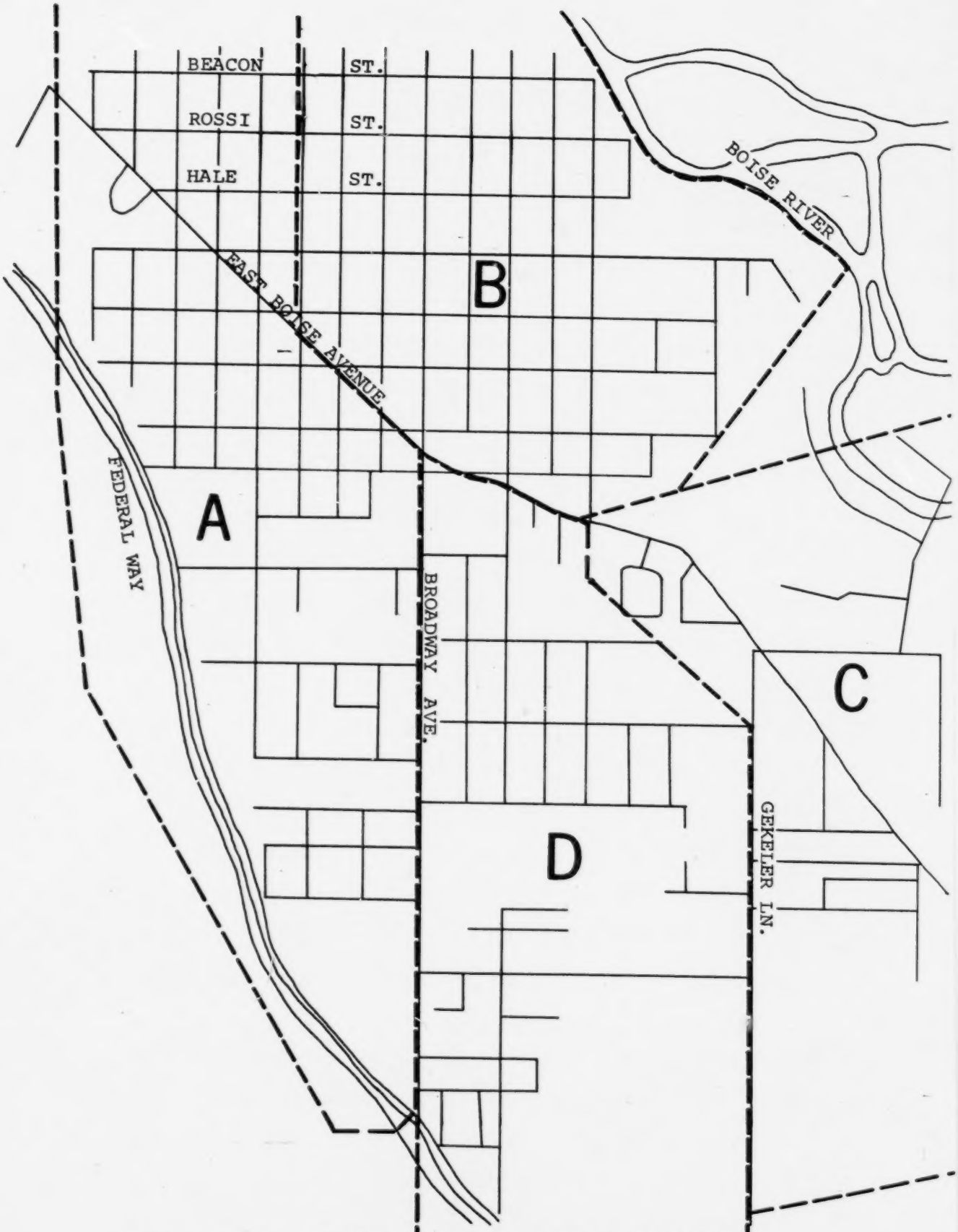


Illustration B. Attendance groups for Garfield School area.

GARFIELD SCHOOL ATTENDANCE GROUP BREAKDOWN

	A	B	C	D	TOTAL
K	27	28	30	36	121
1	27	28	30	36	121
2	33	26	25	31	115
3	31	20	30	27	108
4	37	28	26	32	123
5	30	22	32	31	115
6	29	24	25	29	107
					810

Illustration C.

This procedure enabled us to determine how many students from each grade level would be in attendance at a given time and how many teachers would be needed to instruct them. It also enabled us to determine the space needs for the students and the teachers. Illustration D is a compilation of what was revealed by our simulation.

We made several assumptions before we simulated our scheduling.

1. We would add half-day kindergartens to educational programs.

2. We would schedule a 1 to 25 pupil-teacher ratio. A teacher's aide was added to an instructional setting when the ratio fell between 1 to 25 and 1 to 37, and an additional teacher was added when the ratio fell between 1 to 37 and 1 to 50.

3. The 45-15 concept was designed to provide space for a crowded classroom situation. Critical overcrowding is not the present situation in the Boise Schools. The effect of the concept on our elementary schools would be to enlarge the attendance areas of some of our schools and permit the closing of some smaller attendance areas of some of our schools and permit the closing of some smaller attendance units, or old buildings. To illustrate the space that could be saved, we absorbed the students from Central, Madison, and Adams Schools into the student bodies of contiguous attendance units. This absorption does not indicate that we think the smaller schools should be closed. Adams and Madison are modern facilities.

4. To illustrate how the 45-15 concept would permit the District to educate more students in existing facilities, we made the following conservative projection:

   The number of additional students that could be accommodated in a grade level would be the difference between the 1 to 25 teacher ratio and the number of students in the most impacted-time sequence under the 45-15 calendar concept.

5. One year-round teacher was scheduled for each grade. Other teachers on the grade level were scheduled for 180-day periods.

	Classrms. presently used	Classrms. needed for 45-15	Class-rooms saved	Rooms to be added	Pres. Enroll-ment	**En-rollment under 45-15	Est. Add'l. Students 45-15	Teachers used now	Teachers needed 45-15	Teacher Aides needed 45-15
Campus	12	13	0	0	281	330	74	12	13	
Garfield	25	20	5	0	694	812	125	25	20	6
Highlands	12	10	2	0	301	337	73	12	10	6
Longfellow	12	13	0	0	266	387	25	16	13	7
(Central)					122					
Lowell	15	17	1	0	506	752	0	25	21	4
(Madison)	6				173					
Roosevelt	12	21	0	3	338	541	0	20	21	4
(Adams)	6				118					
(Central)	6				122					
Washington	12	12	1	0	303	324	51	12	12	4
	118	106	9	3	3224	3483	348	122	110	31

Note: ** includes kindergarten

Illustration D.

Three rooms would be added to implement the concept in the study area; however, the addition is unlikely in actual practice. Probably no rooms would have to be added if the concept were spread over the city. This factor would depend, of course, upon the willingness of parents to accept attendance-area changes. Neighborhood schools, as they are presently located, are valued by the Boise community.

Fewer teachers would be needed under 45-15, but more teacher aides would have to be employed.

Another approach would be the scheduling of a teacher and an attendance group in the same calendar sequence. We scheduled one teacher full-time for each grade level to provide a coordinator for the instructional program on the grade level, and to provide opportunities for full-year contracts for teachers who might desire to increase their earnings.

Attendance groups established by the elementary school study were transferred to pin maps prepared for the junior high schools in the study area. The figures established the attendance groups for the junior high schools. These groups were then transferred to the Boise High School pin map. This procedure gave us attendance data that placed all of the children in a family in the same attendance group.

Conclusion

We concluded from our elementary school study that we could schedule the 45-15 concept if the trustees and the community so desire. Some observations we have made as a result of, and in

addition to, our simulation are

1. Fewer school attendance areas would be needed.

2. Possibly fewer teachers would be needed, depending upon how the concept is programmed.

3. Kindergartens could be added without a building program.

4. Existing facilities could accommodate more students.

5. Transportation costs would increase.

6. The term-rotation aspect of the concept could cut some instructional costs, textbooks, etc., and increase others -- e.g., aides.

7. Plant maintenance and utility costs would increase.

8. The quality of the educational programs would depend upon how skillfully they were planned and implemented. Research on student progress has not been completed in the Valley View district in Lockport, Illinois.

9. An increase in the utilization of the District's physical resources would be a benefit.

10. A drastic change in the life-style of the community under the concept would result. Without the motivating influence of an emergency situation in school space, it is doubtful that the community would be receptive to such a radical change in the school calendar.

Census and Attendance, 7-12

Robert J. Pratt

The Committee on Secondary Attendance and Census was composed of:

Robert Pratt, Borah High School, Coordinator
Dorothy Bender, Boise High School
Dick Smith, East Junior High School
Laveta Urwin, North Junior High School

The function of this committee was to develop attendance patterns and designate four groups to follow the patterns. The area chosen for study was the Boise High School area and its feeder schools of North and East Junior High Schools. This area was selected as it exhibited some of the problems that would be encountered in attempting to put the plan into operation in the Boise school areas. Fitting the 45-15 plan into this designated attendance area would indicate to us what modifications we would have to make to implement the plan in the other attendance areas. Illustration F is shaded to show the attendance areas of the selected schools.

The Boise attendance area was subdivided into a series of four groups, A/B/C/D. These groups were predetermined by the Elementary Committee on Attendance and Census. Once the areas were isolated, the Secondary Attendance and Census Committee researched the addresses of all the students attending Boise High School, North Junior High School, and East Junior High School and made a pin map, which indicated students' addresses and what grades they were in. From this pin map we derived the following figures:

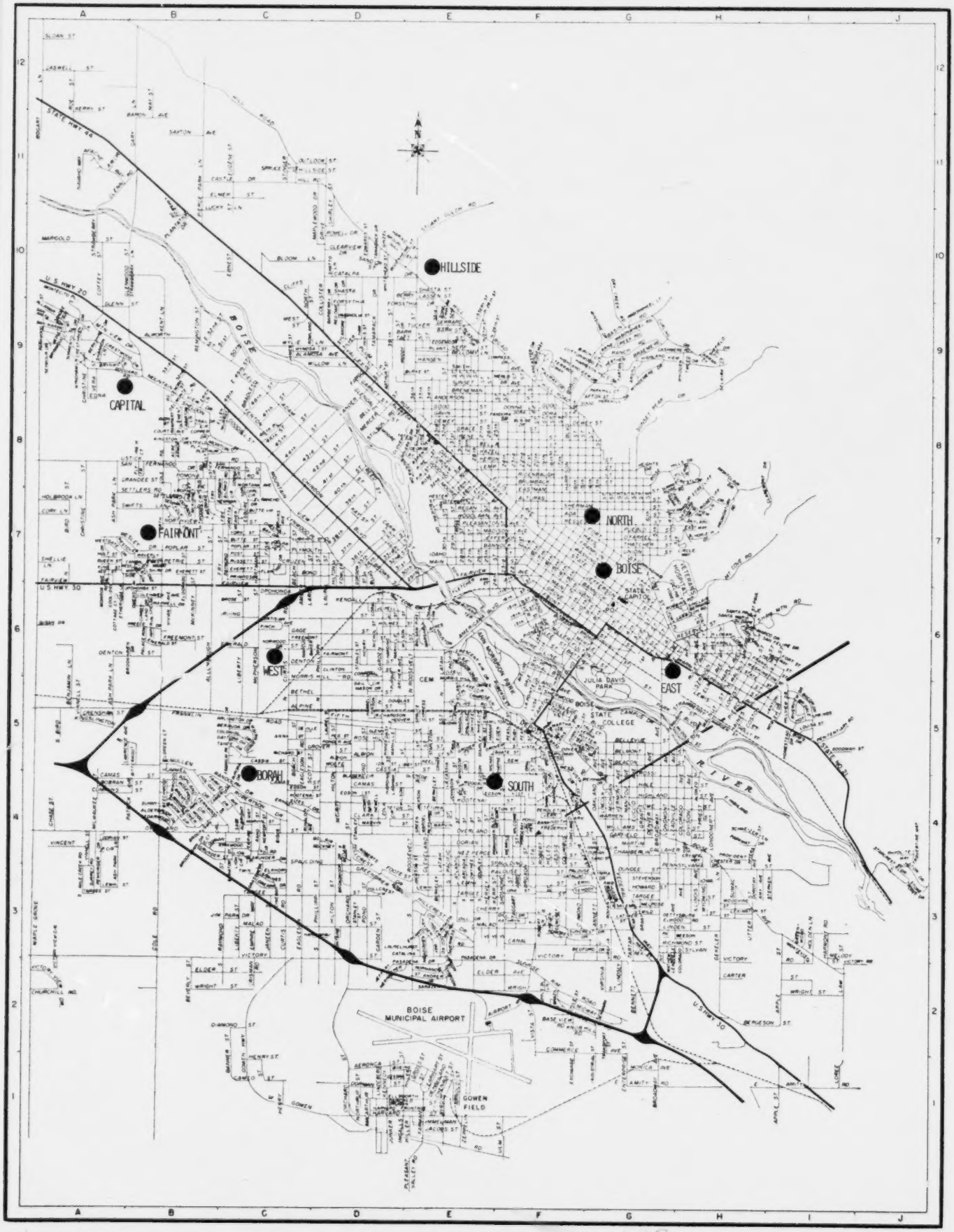


Illustration E. High school attendance areas.

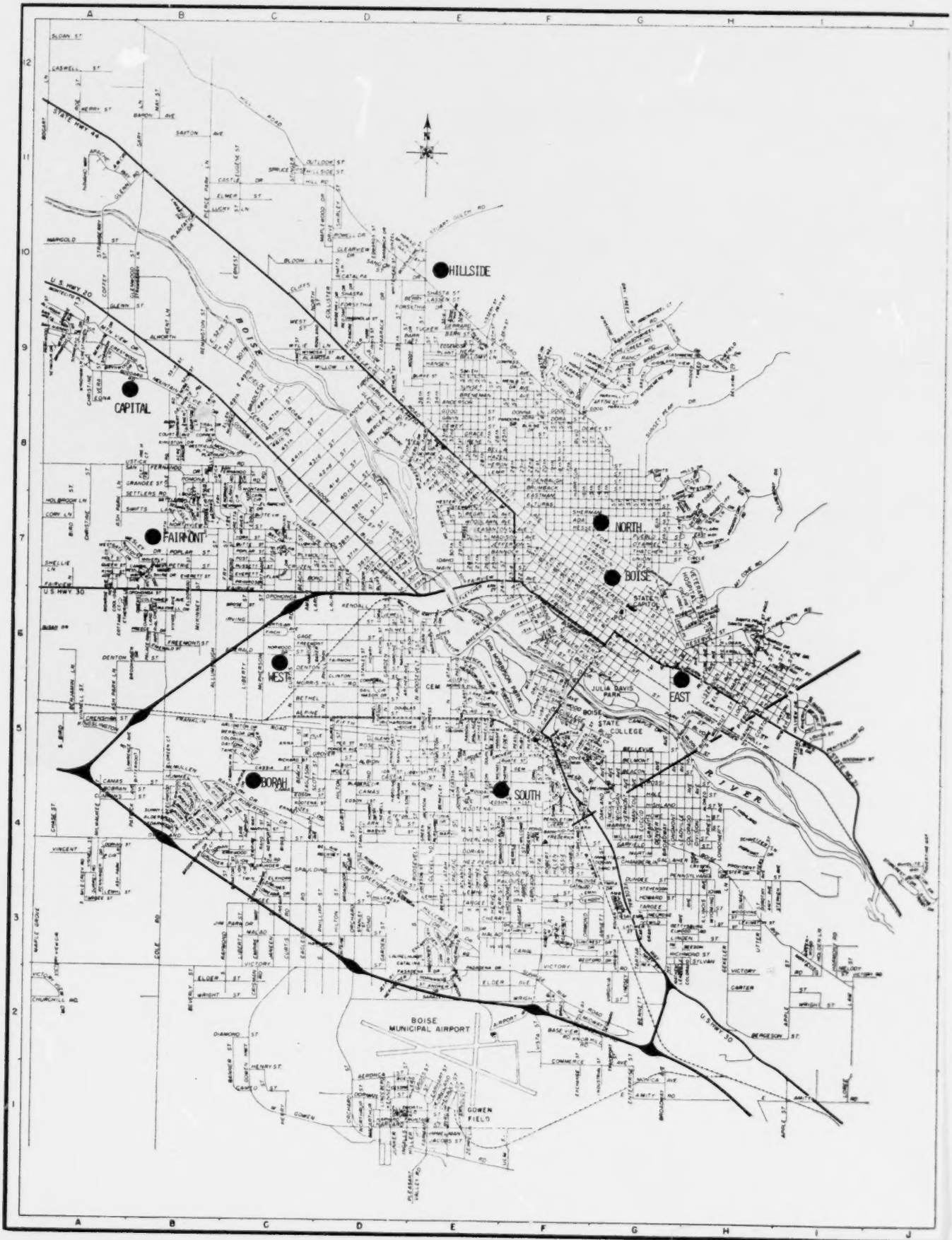


Illustration F. Boise High School attendance area.

		EAST	NORTH		BOISE
GROUP A	7th	47	69	10th	123
	8th	49	75	11th	102
	9th	46	78	12th	92
	Total	142	222		317
GROUP B	7th	57	79	10th	135
	8th	65	75	11th	114
	9th	73	63	12th	114
	Total	195	217		363
GROUP C	7th	67	85	10th	131
	8th	61	80	11th	129
	9th	69	76	12th	156
	Total	197	241		416
GROUP D	7th	61	65	10th	130
	8th	72	60	11th	145
	9th	72	72	12th	151
	Total	205	197		426
			31	(from outside area)	
			228		
GRAND TOTAL		739	908		1522

Once the figures were tabulated on attendance we saw the possibilities of running a simulated projection on the secondary school attendance. To simplify the problem once we confirmed the approximate enrollment from the areas, we proceeded to the hypothetical problem.

Using the total enrollment of the three schools, we created hypothetical area counts, not using the real count but equal breakdowns in order to simplify the computations. The following figures will indicate our findings:

	East	North	J.H.S. Total	Boise
Total Building Capacity	771	978	1749	1480
Total Enrollment	739	908	1647	1522
Gen. Rooms Used	22	24	46	36
*Special Rooms Used	9	14	23	28
Total Rooms Used	31	38	69	64
9 Month Equivalent Teachers	37	42½	79½	75 5/6

RESULTS OF 45-15 ON PRESENT CONDITIONS

Total Building Capacity	1028	1304	2332	1973
Total Enrollment	739	908	1647	1522
Gen. Rooms Used	15	16	31	27
*Special Rooms Used	9	14	23	28
Total Rooms Used	24	30	54	55
9 Month Equivalent Teachers	37	42 1/6	79 1/6	75 5/6
12 Month Equivalent Teachers	30 4/6	33	64 4/6	56
**Maximum Impact Enrollment				

RESULTS OF 45-15 ON FUTURE PROJECTIONS

Total Building Capactiy	1028	1304	2332	1973
Total Enrollment	1028	1304	2332	1973
Gen. Rooms Used	22	24	46	36
*Special Rooms Used	9	14	23	28
Total Rooms Used	31	38	69	64
9 Month Equivalent Teachers	49	56	105	100
Maximum Impact Teachers	37	42 1/6	79 1/6	75 5/6
**Maximum Impact Enrollment	771	978	1749	1479

*Special Rooms, which are almost impossible to use except in the area for which they were planned, include: commercial, home economics, music, science, art.

**Refers to total students enrolled at any given time under the 45-15 Plan.

Based upon these figures and statistics compiled from the three secondary schools in the study, the following will explain the impact of the 45-15 upon present conditions and upon projected enrollment:

1. East and North will be able to accommodate 257 and 326, respectively, more students for a total of 583. This total will raise the number of students to a total of 2,332. This increase is possible due to the nature of the attendance pattern found in the 45-15 plan which allows for 75 percent of the students to be in attendance while 25 percent are on vacation. Illustration G indicates under present conditions what student population East, North, and Boise can hold. Group D shows the additional enrollment allowed on 45-15.

   Boise High will be able to increase the maximum number of students handled by 451, thus reflecting an increased total enrollment from 1522 to 1973.

2. At present, no school in the study area is facing extreme overcrowding. However, if any of these schools face this problem in the near future, the 45-15 will be able to relieve this situation as long as the overcrowding does not exceed 33 1/3 percent of the building capacity. Illustration H indicates overcrowded conditions and what the 45-15 will do for those conditions.

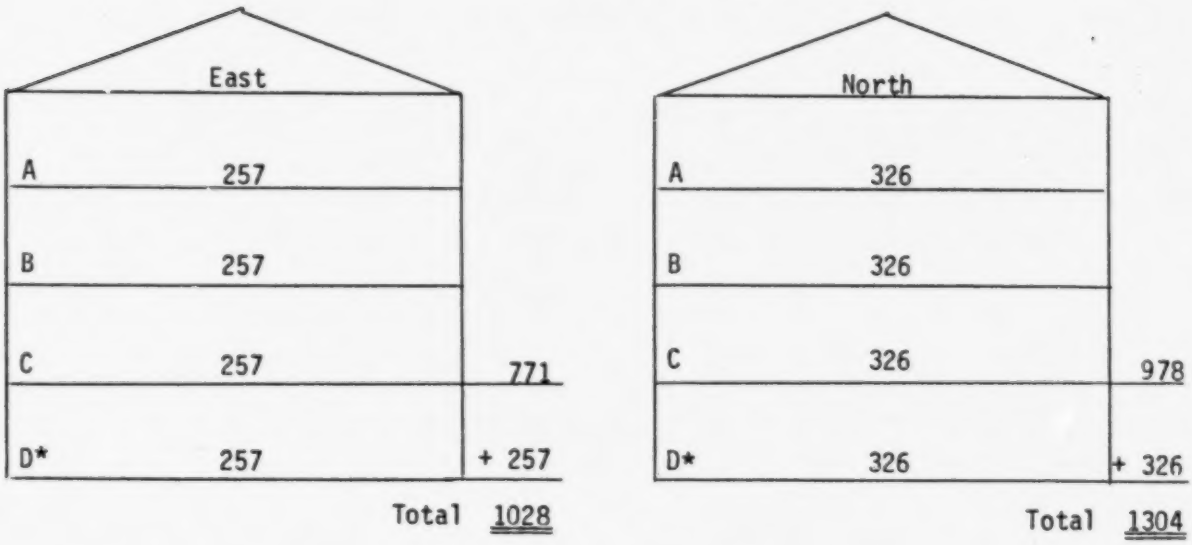
3. While all three schools in the study area are operating approximately at capacity, the 45-15 plan would at the onset make available space, as the plan allows for what we call maximum impact enrollment of only 75 percent of the students in school at any given time while the others are on vacation.

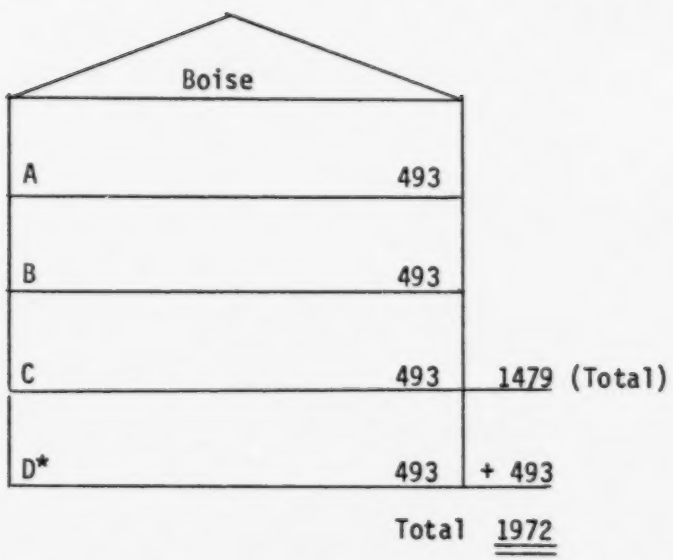
   With the proper curriculum revision and funding, the 45-15 plan allows for a broadened program stressing remedial, acceleration and/or enrichment curricula to be built into it. With room availability, teachers and curricula would have to be financed to utilize these vacant rooms for the special programs suggested. These are of course educational advantages that are made possible by the 45-15, but are by no means automatically incurred by its implementation. The rooms will, however, sit idle and unused if programs of this nature are not developed. Illustration I (page 28) gives a hypothetical situation that shows this condition.

The preceding are the findings of the Secondary Committee on Attendance and Census and are not intended to judge the advantages or disadvantages financially or educationally of the 45-15 plan. Because the 45-15 plan allows more usage of our buildings, the plan does not mean we will save money. Buildings are but a small part of the educational program and the real concern is the instructional program: curriculum, salaries, and equipment. The instructional cost will not decrease in per student or total cost, as extra instructional funds are needed to educate any increase in students, whether under the 45-15 plan or the traditional nine-month plan.

Illustration J shows the computations used in this simulation study.

POTENTIAL INCREASED ACCUMULATION OF STUDENTS

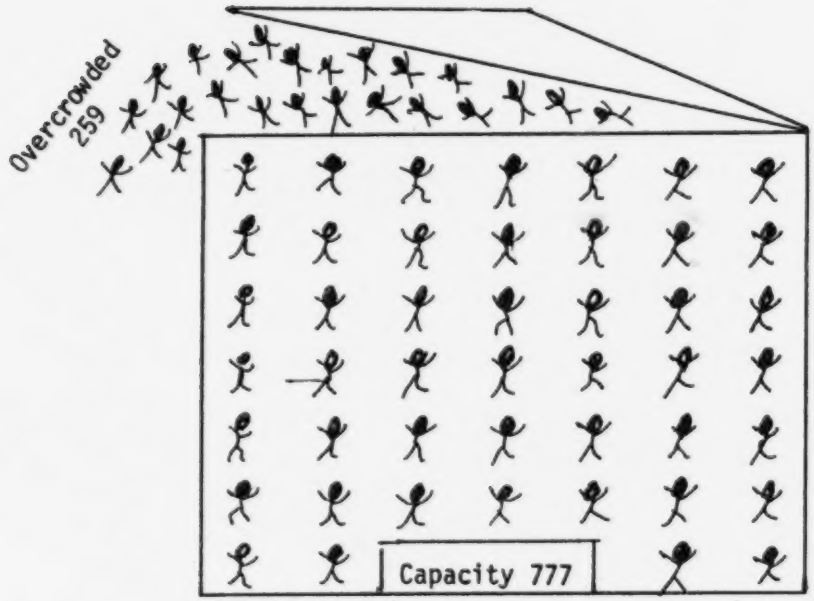




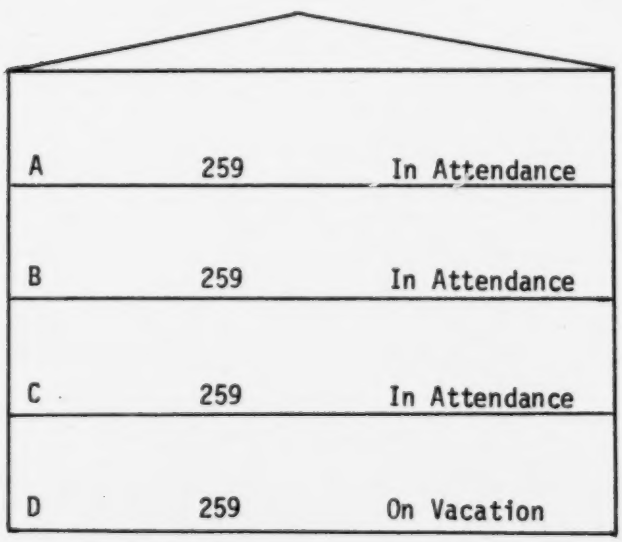
*Group D indicates the number of students that could be handled above maximum building capacity without overcrowding.

Illustration G.

EAST IF OVERCROWDED ON A 9-MONTH BASIS



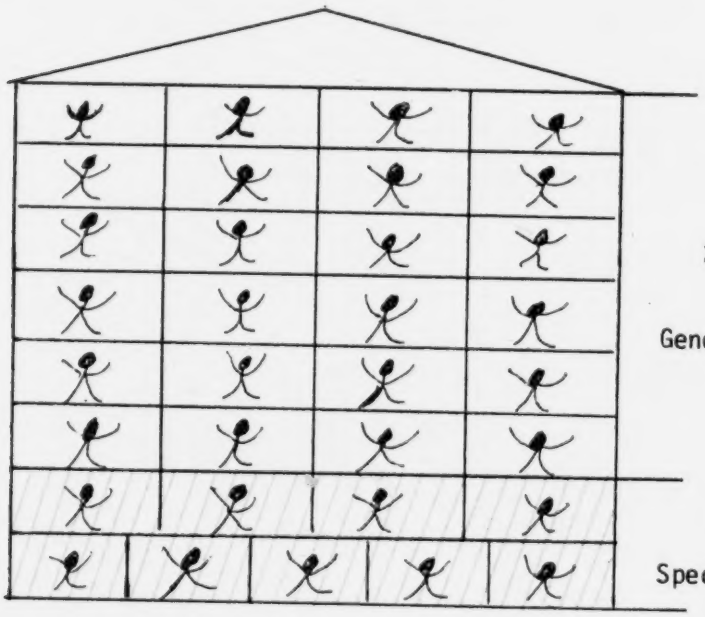
EAST WITH OVERCROWDED CONDITIONS ON 45-15



777 In Attendance 259 On Vacation

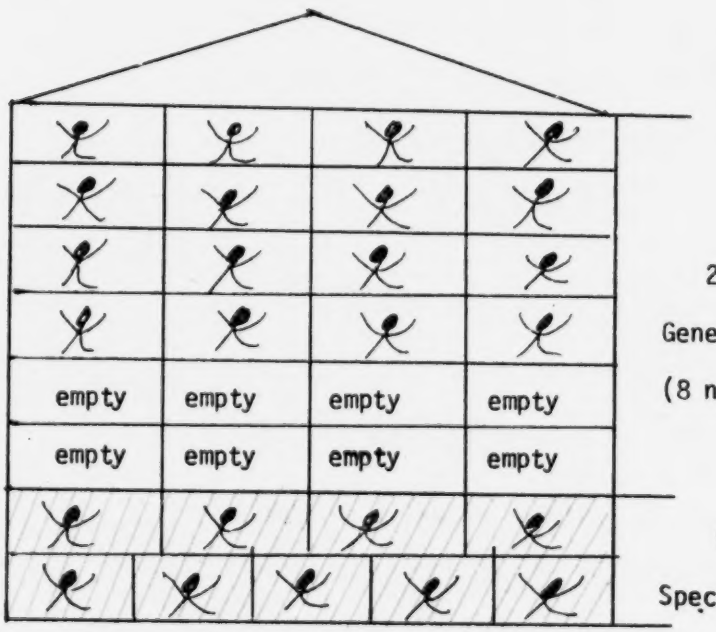
Illustration H.

EAST WITH BUILDING CAPACITY OF 777 ON 9-MONTH BASIS



EAST WITH BUILDING CAPACITY OF 777 OPERATING ON THE 45-15 PLAN

With 75% of the 777 enrolled only 555 will be in attendance thus making available space.



*music, art, science, home economics, and commercial

Illustration I.

COMPUTATIONS FOR 45-15 SIMULATION

East Junior High School

Present Enrollment 739

4 Groups of 185 (1/4 of 739)

Maximum Impact-is 3/4 of 739 = 555 or 185 x 3

Based on Maximum Building Capacity of 771

4 Groups of 257 (1/3 of 771)

Maximum Enrollment = 1028 or 4 x 257

Maximum Impact = 3/4 of 1028 or Building Capacity or 3 x 257 = 771

North Junior High School

Present Enrollment 908

4 Groups of 227 (1/4 of 908)

Maximum Impact is 3/4 of 908 = 681 or 227 x 3

Based on Maximum Building Capacity of 978

4 Groups of 326 (1/3 of 978)

Maximum Enrollment = 1304 or 4 x 326

Maximum Impact = 3/4 of 1304 or Building Capacity or 3 x 326 = 978

Boise High School

Present Enrollment 1522

4 Groups of 381 (1/4 of 1522)

Maximum Impact = 3/4 of 1522 = 1143 or 381 x 3

Based on Maximum Building Capacity of 1480

4 Groups of 493 (1/3 of 1480)

Maximum Enrollment = 1972 or 4 x 493

Maximum Impact = 3/4 of 1972 or Building Capacity or 3 x 493 = 1979

Illustration J.

Pupil Personnel Services

Wilma Jones and Rosemary Stone

Counseling

The counselors expressed a feeling of enthusiasm for the 45-15 plan. Some felt the possibility of working with a large number of personnel throughout a year would be exciting; however, the school assignments could be determined according to the number of days an individual would like to work.

A family concept of counseling was presented as a possible alternative to the present program. If this technique were employed, the counselor would be assigned a family unit according to the way the families were geographically located. The counselor would be assigned to families and their total sibling clusters. The same counselor would follow each of his students through every grade level (K-12).

Elementary counselors would probably become even more involved, as a part of a team, in recommending educational opportunities for the student at an early date that would help him to achieve with a feeling of success as he moves into higher grade levels.

Elementary, Junior High and High School

On the junior high level it seems evident that the 45-15 plan would increase the work involved in keeping student records and arranging student schedules. In view of the counselor time spent at present performing these duties, with the increased work load, it would become necessary to employ additional clerical help.

Standardized tests would require more counselor time, as all testing would require multiple scheduling in order to fit into the track program.

A question was raised as to whether counselors would have the option of choosing the length of their contract year. The group felt that contract options should be the same as those offered to the teaching staff.

The general consensus of the counseling staff at high-school level was that, without exception, the role of the counselor would be a particularly vital part of the total year-round program. A basic concern of the group revolved around the problem of maintaining a personalized relationship with the student once the year-round system was introduced. No other aspect of the proposed approach consumed so much time, concern, and thought as did that of retaining a situation which would be most productive for the students' welfare. Whatever the final structure of the guidance program, the committee felt counselors must make adequate provision for the realistic development and continuance of the personalized approach to counseling.

Basic to these considerations was the conviction that additional counseling staffs would be required to cope with the situations occasioned by the increased tempo of school life the year-round school would seemingly produce. Student problems -- academic, social, and personal -- would have to be dealt with within the scope of a nine-week duration period as opposed to the present eighteen or thirty-six week period. All counselors were confident that the in-

creased responsibility to provide such counseling on a year-round basis could be met through any one of a variety of approaches.

Guidance services would have to be available to the student on a year-round basis if the school realistically hoped to meet the needs of the individual. A variety of possible methods are offered below. At this point, none is regarded as paramount. Likewise, no attempt has been made at this point to present an exhaustive or detailed analysis of each approach. They are offered, rather, as an indication of the flexible attitudes existing within the present staff.

1. Specialization
   Counselors would specialize in assigned areas of responsibility. Possible areas would incorporate testing, scholarships, career information, college information, and college visitations. The student would be free to approach a given counselor according to need. Provision would be made to develop personal counseling relationships.

2. Open Door
   Counselors would be involved in an open-door program with the student free to select the counselors of his choice regardless of sex or year in school.

3. Rotation
   Counselors would rotate in areas of responsibility each nine weeks. Each counselor would eventually have exposure to and gain knowledge of the areas indicated in Section 1. Such a program would seemingly guarantee the availability of qualified personnel at all times.

4. Assigned
   Counselors would have students assigned to them on an alphabetical basis regardless of sex or year in school. This approach would have the "built-in" advantage of causing all students to be made responsible to a counselor. Also, it would make it possible for a single counselor to be in a position to act in the best interest of a student over a three-year period.

5. Total Responsibility
   Counselors would be responsible for being knowledgeable for those areas outlined in Section 1. Students would be assigned by year to a specific counselor.

A casual reading of the above should serve to reveal the unlimited possibilities that might evolve from combining the various features of any of the foregoing suggested approaches. The possibilities are limited only by the imaginations of those structuring the program.

A feature of the year-round school is that the student could be exposed to a wider range of teacher contacts. In a given year it is conceivable that a student might come into contact with 20 to 24 different teachers. These contacts mark a departure from the existing traditional system of experiencing from six to eight teacher contacts within a year.

Because of the nature of the year-round school, the counselor would become the sole constant and unchanging contact the student would retain with the school. Therefore, the role of the counselor would become increasingly more valuable to the school as a whole and to the individual in particular. Thus, his availability to the total school program becomes increasingly more critical.

Whatever the form of the guidance service to be provided, the committee felt that the counselor, in order to operate effectively, should be spared the routine and mechanical chores of record keeping. Suggestions included:

1. A centralized system of record keeping.

2. Records kept current by record clerks who would be charged with the responsibility of inscribing grades, standardized test scores, and other non-confidential information.

3. Records supplied to a counselor by the record clerk. After use, the records would be returned to the clerk for insertion in the central depository. The counselor would be responsible for transcribing confidential information into the records.

The committee also hopes that any new program of guidance would incorporate the following:

1. Opportunity to do follow-up work with graduates and dropouts. Such involvement is deemed necessary in order to assess the effectiveness of our total curriculum. This method would provide the school with an opportunity to assist the student in his transition into the worlds of advanced study, business, or labor.

2. Opportunities to contact and deal with representatives from segments of the local professional, business, and labor fields so that the counselor is better prepared to assist the student in planning his future. These opportunities might be accomplished by utilizing the time element the counselor is not assigned to school duties.

3. Opportunities to initiate, foster, and develop programs of group guidance structured to cope with the time element (9, 18, 27, 36, or 45 weeks) within which the counselors would be functioning.

4. Opportunities and programs which would make it possible for out-of-school students to retain contact with the school through the guidance program.

5. Opportunities and programs which would provide the counselor with the use of specialized personnel (social workers, and other resource people) to assist in the operation of the school's total guidance program.

6. The family concept of counseling which was described earlier in the report.

Health Services

Assuming that the proposition of good health for all both now and in the future is the prime goal in the Boise schools, the following proposals are made for the health services:

1. The staff should become more involved with the promotion of good health and prevention of disease through classroom involvement in health education. At present the expertise of the nurse in her understanding of total health is not utilized to the fullest extent. Hopefully, our less fortunate students will inform and educate their parents regarding healthful living conditions.

2. The nurse should fully assess the health needs of students in her schools through appraisal of the total family and the student, which necessitates home visits.

3. A health service should correlate medical information as it relates to the maximum utilization of educational opportunities, informing teachers and other personnel as necessary.

4. The health staff should survey sanitary conditions in the schools and maintain more adequate standards.

5. The nurse should develop high-quality programs in drug education, sex education, and other problem areas as authorized by the school board.

6. The staff should maintain the present health-care program and provide more time for referral and follow up.

To alleviate the need for operating almost totally on a selective-neglect basis, we would need an increase in personnel. The high schools would require two nurses to cover adequately the classroom and the nursing station. We would need one full-time nurse in each junior high and a full-time nurse for each elementary school. The supervisor's office should be located in one school with half-time for health care and half-time for supervision, meetings to be attended, reports to be written, and new materials and

ideas to be evaluated. Scrutiny of ideas and innovations should lead to incorporation into our present program so that an on-going program may contain changes as the needs of our society change.

The type of contract to be signed would depend on the nurse and her family obligations. Idaho State University students will be receiving some of their Public Health Nursing experience at the Central District Health Department. We might be able to utilize these students for their school-nursing experience.

Special Education

Learning Disability Classes

In feeder area at the present time there are 224 children identified and served as having learning disabilities; self-contained and resource rooms, a minimum of one classroom per building, including junior high which is the goal, could handle the population. The plan might involve teacher-mobility, depending upon which options teachers choose, but there are no foreseeable problems of consequence.

Trainable Mentally Retarded

One class, fewer than 1/3 of the trainable mentally retarded population, is from the feeder area. Parents could enjoy maximum day-care opportunities with year-round schools.

Educable Mentally Retarded

Elementary. Three rooms based on the chronological age could serve the youngsters in the feeder area. If the opportunity school concept were used and candidates bused from the other quarters, curriculum could be more meaningfully planned and coordinated, team-teaching could occur, and materials and resources could be pooled. However, the other feeder school populations would have to be brought in, based on sibling tracks in the other high schools.

Junior High. The population in the target area can be served in the present two-room facility at North.

High School. One room, as presently operated, would be adequate.

Lincoln School. Could continue as an Opportunity School for Special Education. Home economics, art, music, physical education, and shop would be offered on a year-round basis necessitating an increase in teaching personnel in these specialized areas. Assignment of a full-time speech therapist and social worker would be desirable.

While the feeder area accounts for a mere two dozen youngsters, the opportunity school concept would necessitate busing youngsters from the other quarters and, based on present population figures and

projections, A/B/C/D sections would occupy six rooms for the currently assigned students. The remaining rooms could be utilized for the central plant concept for experimental programs, behavior modification rooms, mini-course work for predicted drop-out population, and those too emotionally disturbed to benefit from mainstream classes.

P.A.S.S.

The Pre-Academic Survival Skills Center, a Federal project, could be put to better use with more students having an opportunity for lab experiences. This center serves the 14-16 age group. It would require more extensive planning to culminate certain experiences in the lab setting within 45 days. For those enjoying on-campus-work experiences the number of work stations could increase, crew work could develop, the crews cutting down on the needed number of full-time maintenance personnel. The District would thereby save money. The work-experience payroll is relatively small, but it would increase proportionately to numbers employed. Off-campus work-experiences could extend to longer hours on a job sooner, because every 45 days there would be a two-week eight-hour-day experience opportunity. Mistaken placement could be recognized sooner.

More work stations might involve a problem of getting students transported to their stations. Earlier opportunity for increasing gross earnings might encourage pupils to drop-out before graduation.

In summary, for Special Education, the 45-15 offers far more advantages than disadvantages. The long summer vacation has always been a definite set-back to the educable mentally retarded population, and the early weeks of school are wasted in bringing the child back to his level of learning.

Speech and Hearing Department

The student population of the Boise High School feeder schools would require four speech and hearing clinicians to service properly the schools.

The clinicians would screen and provide therapy services to the schools under the 45-15 plan.

Conclusion

The committee expressed general concern about the limited information available on the 45-15 plan especially in the area of Pupil Personnel Services.

Health Services felt that each of the schools should have one nurse. Probably the nurses would want to be on the same track with their own children. The Speech and Hearing Services would function much the same on a 45-15 basis as they do on the nine-month contract. In order to staff adequately their program, four speech and hearing clinicians for the Boise High School feeder schools would be necessary.

A mutual concern voiced by the counselors and the social workers was the maintenance of a personalized relationship with students when personnel and students might be having vacations at different times. Most of the social workers indicated they would prefer contracts of 180 days.

The counseling services indicated a need for more involvement with Pupil Personnel Services on a team basis under the 45-15 plan. They also felt there would be a need to employ additional clerical help.

The committee on Psychological Services listed as an advantage the more complete utilization of physical facilities and greater

utilization of trained professionals. These services could thus provide more practical methods of maintaining up-to-date testing and educational profiles. A more complete and synchronized program between the public school and state ages would result.

Special Education listed several advantages. Some of these included maximum day care opportunities for children in the educable mentally retarded group and also in the trainable mentally retarded classes. The number of work stations could increase for work-campus experiences. Off-campus work experience would extend sooner to longer hours on the job. Mistaken placements could be recognized and rectified more readily. Rooms not utilized by a regular class at an Opportunity School could be used for experimental programs, behavior modification, or mini-courses for the predicted drop-out population, or those too emotionally disturbed to benefit from the mainstream classes.

George Thomas, Director of Innovative Educational Planning Services, had this to say about Pupil Personnel Services. "All children, but especially those who are handicapped, physically, mentally, socially, and emotionally, can reach higher educational levels through involvement in a recommended year-round program."

Maintenance

Don Gribble

To conduct a good custodial maintenance program under the 45-15 school year plan would not create any major problems.

We now have personnel employed the year around in the buildings; development of new schedules to conform with the new school calendar would be necessary; however, we can initiate such schedules and still maintain a high standard of building maintenance.

Increased use of the buildings will require major renovations during the twelve-month period rather than through the summer months. Additional labor costs and a 10% additional allowance for materials cost would be necessary.

Maintenance of the buildings -- carpentry, electrical work, plumbing, heating, air conditioning, etc. -- would increase by approximately 10%. The additional and continuous use of the buildings would entail more maintenance, plus special planning and coordination to repair and remodel while classes are in session.

Climate Control

Jim Frisby

The following are the estimates concerning air-conditioning costs to accommodate a 45-15 plan for the Boise Schools.

1. For the Boise High feeder area (12 schools)
   a. Estimated equipment costs . . . $1,189,424.00
   b. Estimated installation costs. . $ 212,161.00
   c. Estimated total costs $1,401,585.00

2. For the remainder of the district (23 schools)
   a. Estimated equipment costs . . . $2,542,433.00
   b. Estimated installation costs. . $ 447,634.00
   c. Estimated total costs $2,990,067.00

3. For the total district (35 schools)
   a. Estimated equipment costs . . . $3,731,857.00
   b. Estimated installation costs. . $ 659,795.00
   c. Estimated total costs $4,391,652.00

4. Other considerations:

   a. These estimates are based on December, 1971 costs. Prices could change as much as 5% - 10%.

   b. Three elementary schools already have air-conditioning.

   c. Electrical power costs with the installation of air-conditioning equipment could increase as much as 30% - 50% above existing levels.

   d. Schools presently air-conditioned are utilizing their systems approximately four to four-and one-half months per year. This usage is based to a large extent on weather conditions.

   e. Illustration K on the following page lists cost estimates by feeder system and by individual schools.

BOISE HIGH FEEDER SYSTEM

SCHOOL	SQUARE FEET	EST. EQUIPMENT COST AVERAGE	EST. BLDG. ALTERATIONS & INSTALLATION COSTS*	PER SCHOOL COST ESTIMATE - EQUIPMENT ALTERATIONS & INSTALLATION
ADAMS	13,300	$ 28,263	$ 5,054	$ 33,317
CENTRAL	28,780	61,157	10,906	72,063
HIGHLANDS	24,891	52,893	9,458	62,351
LINCOLN	35,265	74,938	13,400	88,338
LONGFELLOW	26,184	55,650	9,949	65,599
LOWELL	42,804	90,958	16,265	107,223
MADISON	13,195	28,039	5,014	33,053
ROOSEVELT	17,980	38,207	6,832	45,039
WASHINGTON	33,643	71,490	12,284	83,774
EAST JUNIOR HIGH	60,420	128,392	22,959	151,351
NORTH JUNIOR HIGH	91,885	195,255	34,916	230,171
BOISE HIGH	171,380	364,182	65,124	429,306
TOTALS	559,727	$1,189,424	$ 212,161	$1,401,585

BORAH HIGH AND CAPITAL HIGH FEEDER SYSTEM

CAMPUS	30,190	$ 64,153	$ 11,472	$ 75,625
COLE	36,130	76,776	13,729	90,505
COLLISTER	26,613	56,552	10,112	66,664
FRANKLIN	41,233	87,620	15,668	103,288
GARFIELD	47,780	101,532	18,156	119,688
HAWTHORNE	43,528	92,497	16,540	109,037
HILLCREST	33,482	71,143	12,723	83,866
JACKSON	33,080	70,295	12,570	82,865
JEFFERSON	37,597	79,893	14,286	94,179
KOELSCH	31,346	66,610	11,911	78,521
McKINLEY	29,312	62,288	11,138	73,426
MONROE	18,410	78,242	6,995	85,237
MOUNTAIN VIEW	33,242	70,639	12,631	83,270
PIERCE PARK	17,980	38,207	6,832	45,039
TAFT	35,204	74,880	13,377	88,257
WHITNEY	36,700	77,987	13,946	91,933
WHITTIER	26,790	56,928	10,180	67,108
FAIRMONT JUNIOR HIGH	56,300	119,637	21,394	141,031
HILLSIDE JUNIOR HIGH	56,350	119,743	21,413	141,156
SOUTH JUNIOR HIGH	92,427	196,392	35,122	231,514
WEST JUNIOR HIGH	70,000	148,750	26,600	175,350
BORAH HIGH	141,627	300,957	53,818	354,775
CAPITAL HIGH	202,688	430,712	77,021	507,733
TOTALS	1,178,009	$2,542,433	$ 447,634	$2,990,067

*$0.38 per square foot of building area.

Illustration K. Cost estimates.

Public Relations

Ellie Filler, Maurine Darling, Helen Chastain

Our assignment in the 45-15 study was to outline a public relations program over a three-month period with a "significant" end in mind. Because of the far-reaching implications of this program on the community, we selected a public vote or plebiscite.

Most facts of our plans would be in operation throughout the delivery period -- with more emphasis on some aspects at one point than another, but with all approaches working together to provide as much objective information as possible for the public.

Formation of a Speakers' Bureau

We would enlist the aid of the Administration to choose and recommend qualified speakers who would

1. Speak at public action groups in the community. To initiate this, announcements would be sent to the various organizations for 15-minute time periods to explain 45-15. Most groups already have their programs for the year scheduled, but are flexible enough to allow some time for a special program and probably could allow extra time for questions and discussion.

   a. A.A.U.W.
   b. League of Women Voters
   c. Chamber of Commerce
   d. Mayor's Committee on Urban Education
   e. JC's and JC'ettes
   f. Junior League
   g. Labor organizations
   h. Ministerial Association
   i. State Legislative Educational Committee
   j. Interested community organizations

2. Speakers to address junior and senior high classes in individual classrooms, such as sociology or social studies, but not en masse (in auditorium).

3. Open houses: At each of the elementary schools of the district, to arrange informal coffee hours or open houses with moderators supplied by the Speakers' Bureau, but with impetus coming from the audience and staggered throughout the delivery period.

Newspaper Coverage Program

1. Initiate weekly articles, beginning with an article containing basic information and followed by the related articles, interviews, etc. These articles should also supply information about where people could call or go for additional information.

2. Recruit people to send in copy for "Letters to the Editor" and appoint a committee to monitor the articles and provide rebuttal.

3. Announce during the last week of the program the time and place of the vote and places designated to give information.

Radio and TV

1. Contact news stations for weekly interviews, panel discussions, and individual speakers, during the delivery period. Initiate TV coverage with a press conference on all channels, with the Administration and the Board of Trustees. Also utilize a "60-minutes" type program to present the issue in depth.

2. Use daily news pegs pertaining to where to call for information and time and places to vote, during the last week of the program. Carry short interviews with different people in the community -- i.e., students, teachers, parents, businessmen, etc.

3. Utilize generally the same techniques for radio as TV.

Establishment of an "Open Line"

As the program is initiated, start with a single line, possibly located in the Administration Building staffed by volunteers at announced hours of the day. The last week of the program, put lines in appropriately located schools.

Sources of Information

Preparation of information packets to be made available for public use and phone volunteers. These packets should be made available in the schools and also at the coffee hours. We also would recommend a workshop for the training of volunteers.

Conclusion

Our report was compiled prior to the colloquium and prior also to the response from the public on the 45-15 plan. We feel more than ever our original conclusion that the 45-15 plan would affect the life-style of the entire community and we recommend a public vote to determine how the school patrons feel about the proposal. In view of current public opinion, this plan seems even more feasible -- still with our stipulation of providing more time to give factual information. We feel the public has a corresponding responsibility to evaluate such facts and cast an informed vote.

Data Processing

Harry Jensen

The term *data processing* refers to any paper processing. We have always done data processing in scheduling students for classes, recording grades, mailing transcripts, or processing all other forms that are necessary in school operation.

The term *electronic data processing* refers to the processing of data or information with the use of electronic equipment or "hardware."

Using various sources of information -- books, magazines, counselors, and registrars, -- I have ascertained that it would be impossible to schedule a year-round-school, or any modified form of the 45-15, without the use of an electronic computer or service.

Why do we need electronic data processing? Why not hire additional clerical personnel? Our school district has and will continue to do its utmost to keep the school and the student on a personal relationship. To keep this relationship with the students, we must be able to solve the problems and conflicts of the student and stay within the framework of the program. Consider the gigantic manipulation of the following factors:

1. Scheduling all members of the family to meet their individual needs. Taking into consideration such things as the following: working mothers, older brothers and sisters, babysitting, and vacations.

2. Scheduling by neighborhoods so that playmates and friends would be in school at the same time.

3. Bus scheduling that must be workable for the bus company, flexible, and with reasonable expense to the District.

4. Scheduling of interscholastic activities: students involved in sports, music, debate, drama, and drill team should not be handicapped because of a scheduling problem.

5. Curriculum and class scheduling must be comprehensive and flexible to meet the needs of the students regardless of when they enter the program. Example: offering French IV or any other course to all students.

6. Maintaining flexibility in the program so that any necessary building maintenance could be done.

7. Scheduling teachers with a choice of contracts to fit the needs of the curriculum.

8. Creating a program flexible enough to meet any unknown factors.

Therefore, these scheduling areas establish a need for an electronic computer.

An "in-house" computer would be convenient for the District. However, an "in-house" computer would be much more costly than the use of rental equipment or rental time or service.

Through interviews with Mr. Carroll Lee Lawhorn of IBM data-processing division and Mr. Larry Arguinchona of Boise State College, we feel that the Boise school system would benefit by using "E.C.I.S.," Educational Circumferential Information System, at Boise State College. Other possibilities include places of business in Boise that may have time available for rental of their equipment. Possibilities in this area are Boise Cascade, Morrison-Knudsen, Idaho First National Bank, Bank of Idaho, First Security Bank, and others. This method of renting time would cost an average of $60 per hour, plus the time of a

systems' analyst and programmer.

The ECIS program is under Title III, Federal funding. This program, however, is indefinite because the funds from Title III will end June 30, 1972. Hopefully, funds may be appropriated on the State level, so that ECIS can continue to function.

The expense to the District of using ECIS to schedule a year-round school would be approximately 20-25 percent of the operational cost. This 20-25 percent of cost is based on the philosophy that the service is a form of State aid to education, with a contributing portion from the local level.

Mr. A. A. Wiench of the business office of the Boise Independent School District has arrived at a cost estimate of a minimum of $4,000 to a maximum of $6,000 monthly to do the scheduling for a 45-15 plan. Cost break-down:

$1,200	analyst
600	programmer
250	machine rental time
150	machine operator
800	punch cards
1,000	key punch
$4,000	total

For any additional runs on the computer, cost would be about $500. This cost for scheduling the 22,000 students in the Boise School District would be about $.27+ per pupil, based on the maximum figure of $6,000.

Conclusion

The computer cost seems to be a triviality when comparing the cost to the total school budget. The study concludes that the only possible way to implement the 45-15 or any other year-round school plan is with the service of an electronic computer.

Curriculum Planning for the Secondary School

Claude Hanson

Ideas garnered for this report are general in nature and represent a composite of the thoughts of all subject-area supervisors and consultants in our district. Ideas came also from several articles on year-round schools in periodicals and a telephone conversation with the superintendent of a District that is anticipating a 45-15 schedule for a high school during the 1972-73 school year.

Common assumptions concerning the educational advantages of such a significant alteration of our present calendar are:

1. Development of many short-term or mini-courses in almost all subject areas would be possible.

2. Individualized instruction in all areas would probably be studied in depth. Scheduling might mandate individualized instruction.

3. Teachers could have opportunities during the three-week vacation periods to do on-the-spot curriculum revision and development rather than doing it after school and during the summers.

4. Curriculum materials could be used many times during the year rather than at one time during the year.

5. Students could repeat courses when needed without waiting a full year for a given course or course segment to be repeated.

6. Less time could be spent reinforcing what was "learned" but "lost" during a long vacation.

7. The three-week interval between sessions might offer many possibilities for micro-courses for those students who prefer to stay in school rather than to be on vacation.

8. The opportunity for career exploration during the fifteen-day vacation period could facilitate the development of a career-oriented curriculum, now missing in our curriculum.

9. Provision for much more flexibility in scheduling a driver-education program could evolve.

10. The possibility exists that we might be able to design segments of our curriculum to take advantage of individuals or programs that are not now a part because of the 9-month commitment that must usually be made toward educational activities.

11. The program could offer opportunity to take an in-depth look at the Carnegie unit of credits we now use for graduation requirements. A possibility exists that this system is no longer functional for the type of education we want our students to have.

It is significant to mention that the above-mentioned advantages represent ideas and concepts about curriculum that most educators deem valid, but find difficult to implement now because of the barriers imposed by the present school calendar. Removal of the two-semester barrier automatically triggers the mind of many secondary educators in a positive manner toward thinking, "At last we'll be able to do many of the things we know have educational merit."

Any study, other than a superficial one, will also indicate how significantly the success of much of our present curriculum and teaching strategy is based upon those same barriers being present. Most secondary courses are organized and taught with the idea that the majority of the students taking a given course will be present at a given time and they will all have similar levels of experience in the particular subject area being studied.

Changes resulting from the adoption of a 45-15 school calendar that are considered to have a detrimental effect upon our present curriculum and teaching strategy include:

1. Courses with limited enrollment would probably have to be completely individualized, whether materials were available for this kind of instruction or not.

2. Many educational activities take more than nine weeks to execute and a three-week "gap" might be detrimental to some educational experiences.

3. Groups of students interested in performance activities such as debate, drama, music, and athletics would have to be scheduled into one attendance block, or else function with one-fourth of the students missing at all times.

4. Guest speakers, film rentals, field trips, and many other activities would have to be scheduled several times during the year rather than once.

5. Teachers with specific talents for teaching a given subject would be forced to teach all year, or the courses they teach would have to be eliminated from the schedule during a portion of the year.

6. The time necessary to facilitate checking materials in and out to students would increase.

7. Scope and sequence inherent in many of our courses would have to be reorganized whether the reorganization was deemed valid or not.

8. Participation in extra-curricular activities and some class electives might drop in attendance if participation demanded attendance through vacation periods.

9. Personal student-teacher relationships that develop over a long period of time within many classrooms might be diminished if scheduling dictates less individual teacher-student contact.

10. Preparation of new curriculum materials for a drastic change in our curriculum structure would be very expensive and time-consuming.

11. A possibility exists that scheduling a student into this program might limit a student's educational opportunities unless enough teachers and facilities were made available to teach all subjects during each attendance block.

What seems to be an advantage in one area of study might be a disadvantage in another area of study. A factor that lends discord to this analysis is that scope and sequence are very important in some areas and seem to be of little consequence in other areas.

In working with secondary teachers, it is important to remember that these individuals are usually subject-area specialists and are committed to providing an environment that is conducive for students to become aware of the major concepts of this specialty. Many of these teachers would find it difficult to individualize completely their courses. Others would find it very easy.

In closing, it is significant to point out that it really does not matter when the student is in school. What does make a difference is the education and the opportunities he gets while he is in school. Those people who make the final decision on whether a district adopts any new school calendar will have to make some value judgments concerning curriculum and education in our secondary schools.

Professional Relations

Dorothy Hansen, 1972-73 President of Boise Education Association

Representatives from each of the study-area schools spent one morning being briefed on the subject of the 45-15 plan.

Each of the study-area schools were visited and the plan was described. Two handouts were given to the teachers and a short questionnaire was filled out by the teachers. See Illustration L.

Results of the questionnaire are as follows:

Total respondents	281	
Elementary	136	
Secondary	145	
Contract options chosen:		
240 days	73	(26%)
180 days	187	(66.5%)
135 days	6	
90 days	5	
45 days	2	(7.5%)
0 days	8	
Contract options (elementary):		
240 days	24	(17.6%)
180 days	105	(77.2%)
Other	7	(5.2%)
Contract options (secondary):		
240 days	49	(33.8%)
180 days	82	(56.6%)
Other	14	(9.6%)

Contract preferences according to length of teaching service in Boise*:

1-5 years		6-10 years		Over 10 years	
240	36 (25%)	240	22 (36.1%)	240	12 (16.7%)
180	94 (65.3%)	180	35 (57.3%)	180	59 (81.9%)
Other	14 (9.7%)	Other	14 (6.6%)	Other	1 (1.4%)

*Total respondents in this group are 277. Some teachers did not answer the length-of-service question.

45-15 SIMULATION CONTRACT OPTION INQUIRY SHEET

GRADE LEVEL(S)_____

SUBJECT AREA(S)_____

SALARY CATEGORY (Circle one that applies to you this year):

BA BA+9 BA+14 BA+30 BA+45 MA+9 MA+15 MA+30
MA

SALARY STEP (years)
(Circle step for this year)

0 1 2 3 4 5 6 7 8 9 10 11 12 13

IF THE YEAR-ROUND SCHOOL WERE TO BECOME A REALITY, WHICH OF THE FOLLOWING CONTRACT OPTIONS WOULD YOU CHOOSE?

(Circle one) 240 days 180 days 135 days 90 days 45 days

CONTRACT OPTIONS

240 days = 5 periods of nine weeks plus three weeks: June to June. Vacation would be Christmas vacation, legal holidays, two weeks in June. Salary would be 133% of current salary (one-third higher).

180 days = 4 periods of nine weeks with three weeks after each nine for vacation, plus Christmas vacation, legal holidays, two weeks in June. Salary would be the same as current salary.

180 days = 4 periods of nine weeks each without the intervening three week vacations. Salary same as current salary.

135 days = 3 periods of nine weeks. 75% of current salary.

90 days = 2 nine weeks. 50% of current salary.

45 days = One nine-week period. 25% of current salary.

No teacher would be forced to teach less than or more than 180 days against his or her will. Teachers would continue to teach same levels and subject areas as they are at this time unless they request the change.

Illustration L.

The recent heated discussions in the community and in the teaching staffs deferred the sending out of an attitude-questionnaire to all the teachers until a later time.

Since any alteration of the school calendar has a great impact on the community, we feel that teachers and staff should have as many facts as possible about the plan.

Forty-five--fifteen refers to school days. Each child attends 4 nine-week periods at each grade level. The nine-week (45 school days) periods are separated by three-week (15 school days) vacation periods which will be in the summer, fall, winter, and spring. In addition, there would be legal holidays, Christmas vacation, and a two-week break in June. Students attend school for 180 days each year.

Thus the summer vacation has been broken up and tucked in throughout the year. However, the plan goes a step further and breaks the pupil population into four groups. All children in a family and in a neighborhood would be in the same group. Dates of starting attendance would be staggered at three-week intervals, so that at any given date there would be only three of the four groups in school. The fourth group would be on its three-week vacation.

Under the 45-15 plan, teachers would have a wider selection of contract options:

1. A teacher can choose to continue to teach 180 days for the same salary he is currently earning (same yearly increments, etc.). He would have the same schedule as one group of students: teach nine weeks, then vacation for three. A teacher could be scheduled to the same vacation schedule as the children in his family.

2. Year-round employment is also possible, thus eliminating the need for summer jobs to supplement income as is necessary for some teachers under the present system.

A teacher would work 240 days for 33% more salary than he is currently earning. His vacations would be the Christmas vacation and the two-week period in June. He would not follow the vacation schedule that the students are following.

3. A teacher could also choose shorter contracts: 45 days at 25% of the 180-day salary; 90 days at 50% of salary; 135 days at 75% of salary; which would permit greater flexibility than is now possible for additional schooling, maternity, extended travel, etc. No teacher would be forced to work more or less than 180 days against his or her will.

Colloquium

Blossom Schlanger

Report

January 25, 1972 was selected as the date for a colloquium devoted to the year-round school concept. A sub-committee was formed to develop a tentative outline and schedule for the colloquium. Members of this organizing group included the following:

Kathleen Bergquist -- Patron
Goldie Campbell -- Patron
James Coleman -- Principal, North Junior High
Claire Kleffner -- Patron
Gordon Nichols -- Teacher, Boise High
Marilyn Shuler -- Trustee
Mary Thomas -- Teacher, Highlands School

Three planning sessions were held, the last two including the members of the District's Colloquium Committee. It was decided that the colloquium format would be organized according to the following guidelines:

> Four speakers would be invited to participate in the colloquium to discuss various aspects of the 45-15 as one approach to year-round schooling and to serve as consultants to the sub-committee chairman. The speakers selected were:
>
> James R. Gove -- Assistant Superintendent, Valley View School District, Lockport, Illinois
> Steve Thomas -- President, CTA/Teacher, Valley View School District, Lockport, Illinois
> Theodore R. Whalen -- Superintendent, Shelburne, Vermont
> Mrs. Patricia Danford -- Trustee, Appleton, Wisconsin

The colloquium would hold two sessions, the afternoon session to be devoted to remarks by the invited speakers regarding year-round schooling and a short question-and-answer period; the evening session to be reserved for the District's sub-committee reports to

the Board on their assignments and findings. This portion of the colloquium was also to include time for the public and District's staff to question the sub-committee chairmen and the invited guests.

Final arrangements included the following:

1. A no-host social hour to greet the invited guests and participants was held on the evening of January 25, at the Downtowner Motel.

2. Visiting consultants met with year-round sub-committee chairmen at 9:00 a.m. at 1202 Hays Street on January 26.

3. At 11:30 a.m., visiting consultants and the Boise School Board lunched at Crane Creek Country Club.

4. First session of the colloquium was held at 1:30 p.m. at Capital High School gymnasium. The program proceeded according to the following format:

   a. Introduction: Dr. Stephenson S. Youngerman, Jr., Superintendent, Boise Schools

   b. The Curriculum and 45-15: James Gove, Assistant Superintendent, Valley View School District, Lockport, Illinois

   c. The Teacher and 45-15: Steve Thomas, President CTA/Teacher, Valley View School District, Lockport, Illinois

   d. The Secondary Schools and Year-Round Schooling: Theodore R. Whalen, Superintendent, Shelburne, Vermont

   e. Life Style, Living Patterns and Year-Round School: Mrs. Patricia Danford, Member of Board of Trustees, Appleton, Wisconsin.

5. The evening session, held in the Capital High School Auditorium included the sub-committee chairmen's reports and an open discussion at which time the District's staff and the public questioned the visiting consultants and committee chairman regarding the 45-15 plan.

Conclusion

Both sessions of the colloquium were well-attended with approximately 1100 present for the afternoon meeting and 600 for the evening

session. The visiting consultants and sub-committee chairmen were objective in their presentations and responses to the questions, thereby contributing to the fulfillment of the purpose of the colloquium which was to disseminate information on the 45-15 plan as one approach to year-round schooling.

Governmental and Institutional Relations

Dan Burns

This sub-committee was comprised of representatives from the school district and from community organizations. In reality, there were seventeen independent committees working within the framework of a common assignment. Each member was asked to define or anticipate problems which might occur and to offer possible solutions inherent in the 45-15 concept. The definition of problems and submission of solutions was to facilitate implementation, should the school district adopt the 45-15 concept.

The members of this sub-committee came together in October, 1971, went through an orientation to 45-15, were provided with assignment descriptions, and given copies of the simulation 45-15 school calendar. The committee held joint and individual sessions until the colloquium on January 26, 1972. Six of the members gave oral presentations as part of the evening colloquium session. Each sub-committee participant was then asked to submit a written report to the chairman by February 18, 1972. These individual reports, compiled without alteration and included within the body of this full report, follow.

MEMBERS:

Ed Hedges	Student Employment Opportunities
William B. Ailes	Protestant Church Activities
Eve Williamson	Girl Scouts
Ron Bromley	Boy Scouts
Vern Emery	Boise Y.M.C.A.
Bill Everts	Boise City Recreation
Vaughn Featherstone	L.D.S. Church Activities
Rev. John Donoghue	Catholic Schools
Pat Bieter	Boise State College
Ron Runyan	Athletics and Physical Education
Terry Conley	High School Activities
Arvin Spofford	Elementary School Activities
Howard Freeman	Public School Music Under 45-15
Homer Clough	Transportation and Safety in the 45-15 Plan
Edythe Gilster	School Lunch Program
Bob Neal	Relationships with the State Government
Tom Richards	Community Schools

Student Employment Opportunities

Ed Hedges

The following letter was received from the Department of Employment, State of Idaho:

Mr. Ed Hedges
Pitkin & Associates, Inc.
Boise, Idaho 83704

Dear Ed:

In answer to your inquiry concerning the effect on seasonal employment opportunities for youth as related to the 45-15 concept of school operation, the following are some observations:

It is not believed that any adverse effect of employment opportunities would result if the entire school district was on this plan; however, if only one or a few schools operated on this concept, the students of these schools would be competing adversely, especially during the summer months, against the students of the schools operating on the present system. Another adverse effect of the plan would be to those students who normally work summer agricultural or agriculture-related jobs.

For the usual jobs available to students, there would probably be more advantage, employmentwise, than disadvantage. It is assumed that such a change in the school structure would affect the entire community in all aspects: economics, recreation, labor-management relations, etc.

This is a brief summary of several hours of discussion with the present and former Youth Employment Service consultants, two vocational counselors, and a representative of the Vocational Technical Division of Boise State College. The above group was unanimous for the plan and saw no reason for it affecting the employability of youth other than favorably.

Very truly yours,

Ed E. Clark
Local Office Manager

By Don L. Jones
Special Services Supervisor

Albertson's Food Business

Vaughn Featherstone, Director of Training Personnel

1. The managers personally were not impressed with the 45-15 program. They would prefer to stay on the present schedule.

2. Summer sales are good in the grocery business. We expand the hours of our part-time employees and work them full-time in the summer. When fall comes, sales slip off and it is easy to cut full-timers back as they have to go to school and cannot carry a full 40-hour schedule.

3. Our box boys, when questioned, were all of the same opinion: they did not like the 45-15 plan although they could not give any reasons except they did not want to change.

4. The advantage one store manager could see in this program was to distribute vacations year-round. However, he was quick to comment that he did not feel that justified the change -- he thought the high schools would have a ridiculous time putting together a cappella choirs, basketball, football teams, etc., without expecting these students to practice during their three weeks off in order to hold their positions.

The report is negative. After receiving the in-put which the colloquium created, my personal recommendation is to drop the study. I think it is impractical at junior and high school level and that Boise is not in a position where we have to jump into a program.

I am grateful for the privilege of serving on the committee, I am impressed with the parent-involvement in programs that the administration recommends to them. Parents definitely take a stand, and I think that involvement is a great credit to the community.

Protestant Church Activities

William B. Ailes

The 45-15 plan is currently being studied in Boise and its impact on Protestant churches is the subject of this report.

As I attempted to discover the feelings and problems as well as good points from the Protestant community, I was able to do the following:

1. I met with the ad-hoc camping committee representing most of the Protestant denominations in Idaho for an in-depth discussion of how this would affect church camping.

2. I met with the Boise Ministerial Association representing a wide cross section of the churches in this area to find out their reactions.

3. I did spot checks of several other congregations, pastors, and lay people, trying to fill in the gaps left by the other two groups.

In general, I did not receive much concrete information. There were many feelings expressed, both positive and negative, though more positive than negative.

As far as the 45-15's impact on church camping, the following items were mentioned:

1. No churches in Idaho have winterized camping facilities. They are thus dependent on doing most of their camping program during the summer months.

2. As long as the Boise school system alone is studying the possibility of year-round schools, the impact on church camping will not be tremendously large. However, if year-round school should be the rule throughout the State, then that schedule would have a great impact on church camping.

Most church camps must maintain a large number of campers over a relatively short camping season in order to stay alive financially. If church camping were forced to shift to smaller numbers of campers stretched out over a longer period, the impact probably would be disastrous. Most churches do not have the capital to winterize their camps, the personnel resources, or the financial resources to have a camping program over an extended period of time. A small minority of persons that I talked to felt that the impact of 45-15 on their camps would be disastrous, would put them out of the camping business. I feel these people tended to be those who have been pushing to get out of church camping and I believe that they grasped at this plan to add fuel to their own private flames: namely, to abolish church camping. Those who believed that church camping had value were in the majority and their opinion was that as stated.

A concern that was voiced by almost everyone: pastors, camping personnel, and church leaders, "What will be the impact of 45-15 in general on church education programs?" These people were unanimous in saying that character guidance, religious and spiritual instruction as provided by the church is a good and a necessary thing. They were unanimous in saying they were not willing to turn over 100% of the moral and spiritual guidance of young people to the schools.

Growing out of this concern is a real concern as to what time during the year can the churches count on to be theirs. A great deal of antagonism towards the school system, as it is presently operating, was voiced. The antagonism revolved around the encroachment on the

summer vacation that the schools are making now, language camps, football camps, band camps, etc. My belief is that the main problem faced by the Boise School Board as far as the Protestant community is concerned, if the 45-15 plan is implemented: will there be an iron-clad guarantee that uninterrupted time will be available to churches, Boy Scouts, and other organizations in which they can carry on their program without undue interference from the schools? Particularly, the schools would have to guarantee that churches, Scouts, etc., would have time that is really free -- not time when children would have to make a choice between being involved in a school activity and a church or Scout activity.

My firm conviction from this study is that this free time church activity is the most critical problem that the Protestant community would face and cooperation with a year-round school plan would probably mean that Protestant churches would have to yield this free time. I believe that any attempt on the part of the schools to continue activities on a year-round basis and thus make the young people decide between school activities and other activities would be met with strenuous opposition from many sectors including Protestant churches.

Talking with ministers and other church leaders yielded inconclusive evidence. Most people pointed out that church educational programs are geared to a nine-months on, three-months off basis right now and that they would have to make a major shift in their educational patterns in some of their curricular materials that are written for a nine-months on, three-months off, program. Probing beyond this point

brought no results as people are not willing to think at this point of the specifics that would be required in order to shift from a present church educational program geared to the present school year to one geared to a 45-15 school calendar. A large minority, almost a majority, of church leaders felt that this type of a shake-up and a re-thinking that would come from shifting to a 45-15 program would be a very healthy thing for the churches, causing the churches to re-think their priorities and ways of doing things. A small majority either felt that 45-15 would not be implemented, so "Why worry about it?" and "Let's not discuss it." They felt that 45-15 would give them problems of such magnitude that they probably would fight 45-15 rather than try to gear their programs to the schedule.

Conclusion

1. The most pressing concern I found was the fear that there would be no time available to churches to carry on their programs.

2. If 45-15 would be adopted statewide, it would have a rather traumatic effect on church camping.

3. The 45-15 plan within Boise would cause churches to re-think their educational offerings and to adapt them to the school calendar. On this latter point almost a majority felt that this, while causing some initial difficulties, would be a good thing and would not be too hard to accomplish. Almost 50% felt 45-15 will not be implemented, because of its disastrous impact on the community, but they could not be specific.

Girl Scouts

Eve Williamson

Advantages of the Plan

In reviewing the advantages relative to the 45-15 plan from a long-range point of view, our organization can see possibilities in recruitment as well as the eventual use of one of our resident camps year-round. We do not have the finances necessary to attempt to do so at the present time, but perhaps with long-range planning a camp on a year-round basis could be accomplished. Our recruitment program would then be done on a year-around plan rather than on the traditional fall organization.

Perhaps in the long-run more girls would have the opportunity to attend our camp with seasonal-type programs. As the concept is being adopted by other states, it may be only a matter of time before we will have programs that enable college students, who major in the field of recreation to obtain college credit for serving as counselors in our camps. Such counseling would be field work experience.

Organizing Troops

We would adopt a birthday anniversary for troops. They would re-register on their birthday anniversary of each year. For example, the children in Group A would register at the time of organizing troops in that area, Group B, etc.

Resident Camps

Only a small portion of our girls would be involved with the

45-15 plan if it were adopted by the Boise Independent School District. Our camps operate for two months, July and August, in various parts of the Council. We would need to adjust our Counselor-in-Training program to the 45-15 calendar. If a portion of the counselor training was not completed during camp, a correspondence course could be initiated so that a girl could complete her Counselor-in-Training course, much like the plan we use presently for the Leader-in-Training course.

Staffing at this point would present no large problems, for our personnel come from all over the United States. In order to accommodate Groups A through D, it might be possible to arrange for a two-week session in September at Camp Alice Pittenger.

Finance

If we extended our camp sessions, our costs would increase, and in turn we would perhaps have to raise our camp fee for a two-week session. In terms of long-range planning if we developed our camps for winter use on a 12-month basis, financial needs to winterize our camps would increase.

Conclusion

The Silver Sage Girl Scout Council would make every effort to work within the framework of a 45-15 extended school year if the plan is adopted by the Boise Independent School District.

Y. M. C. A.

Vern Emery

As we view the effects of the 45-15 plan on the Y.M.C.A. we find some pros and cons. The pros are: more programs for youth, an extended youth program which would mean a year-round day-camping program, and innovation of camping programs such as caravans. More utilization of the building and enlargement of the gymnastic and aquatic programs would necessarily follow.

The cons are: requirement of more staff and more funds which would mean more subsidy from the United Fund; the problem of finding qualified leadership as we get most of our leaders from the college. They would not be available on the full-time basis that is necessary. We would have to have two types of programs -- one for those out of school and one for those in school. We would have a shorter time to work with the boy than we do presently in the summer. We now have a number of people who take out a three-month membership for the summer. We would probably hesitate about giving a three-week membership, because of the difficulty of scheduling the program with the two types described above.

Conclusion

We feel the 45-15 plan would allow us to be more creative and innovative in programming, but would have to have necessary funding to take care of extended programs.

L.D.S. Church Activities

Vaughn Featherstone
President of the North Boise Stake, 2nd Counselor to Presiding Bishopric

Since the colloquium, I have received a great deal of feedback from church members. It has all been negative. Not one person felt that the 45-15 program would be as suitable as our present program. Following are many of the conflicts which they could see:

1. The Wards are spread over large geographical areas. It would be impossible, impractical and unfair to the community to have all L.D.S. Wards on the same schedule. Therefore, Boy Scout Camps, Explorer activities, church drama, music, roadshows, etc., would be considerably hampered because of the staggered attendance schedules.

2. Our early morning Seminaries would be hampered some. We are geared to a nine-month Seminary schedule using teachers who have other employment. Integrating schedules could create quite a problem.

3. Also, every member of the church that I have talked with prefers the three-month summer vacation.

4. Members feel that under the 45-15 plan high school students do not have an opportunity to get a full-time job. No one wants to hire a student for three weeks. If the family wanted to take a vacation, the three weeks would be nearly consumed so there would be no opportunity to work.

5. One of the most often repeated attitudes was that the students would have three weeks of dead time -- not enough time to get a job, so they would be forced to kill time.

6. Another man thought sluffing school would be at an all-time high because of the variety of things to do in the summer.

7. This program would create a real problem for summer schedules of programmed activities such as Little League baseball. Such activities would have to be carried on after school instead of during the day. Anyone who has coached knows the value of early morning practices with these teams. Of course, such sessions would be impractical if there were school and Seminary for church members.

Catholic Schools

Reverend John F. Donoghue

This report is to begin with an identification of the opportunities, advantages or benefits that would accrue from the 45-15 plan. This assignment appears to me from a practical standpoint very difficult.

Allegations as to economy, better teacher and space utilization, and increased educational options have been made and have been sincerely supported by those favoring the plan. No doubt such advantages are in the plan. But the advantages, in my opinion, are far out-weighed by the disadvangates. In reading the pro side of the 45-15, I have the distinct impression that it is "text-book-ish." The material does not appear to me to be realistic nor practical.

As far as the Catholic school operations in Boise are concerned, I can see no practical advantages in the 45-15 plan. My firm conviction is that our patrons would not accept such a plan. Not having access to tax support, we could not afford such a plan. Quite possibly it might occur that if the 45-15 plan were adopted by the Boise School System, the Catholic schools would experience sudden upward enrollment resulting from people disillusioned by the thought of the 45-15.

The 45-15 plan seems to have been arranged largely with the school system in mind. I fail to see much empathy for the life of the community or the families making up the community. The plan seems to come across somehow, rather strongly like the "tail wagging the dog." I believe schools exist for the sake of the community, and not vice-versa.

Too much interference with the life-style of the families in Boise would ensue. Families should not have to alter their way of life simply to allow the school system to change its schedule and service. The family comes before the school as a priority, a more important unit in society.

Many businesses depend on availability of students for summer employment. Students depend on these job opportunities. There is no evidence of a convincing nature that the 45-15 plan will improve the economic opportunities either for the students or for the business community. I have seen no indication the business community is of a mind to support the plan.

Conclusions

1. Test this 45-15 plan at the polls. The research done so far is commendable but will remain inconclusive unless tested at the polls. By no means should the School Board make any decisions to implement this plan without a referendum.

2. Test the assumptions on which educational expenditures and appropriations are made. Over the years accretions occur in any organization. Serious examination of priorities and assumptions might well result in significant economies in educational expenditures. Expansion might then be more palatable to the voters.

Athletics and Physical Education

Ronald Runyan

The effect the 45-15 school year would have on the athletic programs would depend basically on whether or not students and parents would support the program during their three-week vacation breaks. If students choose not to attend practice during vacation time, the program would suffer in quality and participation. If they choose to practice during vacation, extra participation could help the quality of athletics (they would be able to practice longer, be available for chalk talks, etc.).

My guess is that major sports would be relatively unaffected, but the minor sports might suffer from lack of participation.

Some side issues might include the willingness of the Idaho Interscholastic Activities State Board of Control to adjust eligibility rules to fit the 45-15 concept, and the allowance of summer high school interscholastic competition in baseball, track, swimming, and other sports. I believe the State Board of Education would cooperate in helping to solve any of these problems.

I do not see any real major positive or negative effects on athletics by the implementation of the 45-15 plan.

Secondary Student Activities

Terry Conley

In considering the 45-15 year-round school extracurricular activities program on a secondary school level, we can only make assumptions to the effect of this program. Assumptions that may be made concerning activities on the secondary level include:

1. The school, utilizing the available resources year-round, may offer an expanded activities program.

2. Staggered attendance periods may provide a larger number of students with an opportunity to participate in school government and leadership positions in clubs and organizations.

3. Student government could be representative in nature, with class and student council representatives coming from each attendance group--A/B/C/D--thus providing more students the opportunity to participate.

4. The secondary schools might offer additional clubs and club activities to take advantage of summer-related interest and recreational opportunities (fishing, backpacking, swimming).

5. A school district involved in 45-15 may provide an activity-bus service to and from school during vacation periods to allow students to participate in selected activities during their vacation time.

6. Assemblies, forums, symposia, social events, awards, and competitions may be scheduled as a continuous program throughout the school year.

7. Activities' calendars may be arranged at least a year in advance. They could be published and made available at an early date, thus, allowing parents and students an opportunity for advance planning of vacation time.

8. The mini-assembly approach, attempting to meet the individual interests or needs of students, may be easily implemented.

9. The activities curriculum, with proper revision, may be able to increase student participation. (NEA Research Summary, 1968).

10. Leisure vacation time may be made more meaningful by providing the option to participate in guided school activities.

The opposing side of the activities' program includes:

1. The difficulty in coordinating and planning for extra-curricular activities, which are often geared to seasons.

2. The Idaho High School Interscholastic Activities Association will be involved in solving the problem.

3. Required attendance at practice sessions during vacations, even with transportation provided, may become a problem with many students.

4. If the attendance at the various practices becomes a problem, the quality of performance in those activities may decrease.

5. Four different attendance groups in a single building may cause disunification within the individual secondary school.

6. The Cincinnati Report 1958, concerning itself with the quarter system, indicated students were not as involved in the activities program as had been the case prior to the year-round school.

Public School Music Under 45-15

Howard Freeman

The Department of Music sub-committee on the year-round schools has concerned itself with the impact of the 45-15 concept on the total Boise School District. The committee was structured to represent a cross-section of grade levels and areas in the music curriculum. The committee members were: Mrs. Lorraine Earls, elementary instrumental instructor; Gerald Sanford, elementary music consultant and vocal instructor, Hillside Junior High School; John Hamilton, string instructor, South Junior High School; Dale Ball, vocal instructor, Borah High School; and James Henry, instrumental instructor, Capital High School.

The music department was amenable to adapting to change within the educational framework of the Boise School. The committee has had much serious study and discussion relative to solutions in implementing the 45-15 year-round school concept.

Music has become an integral part of the life of the child -- in school, home, church, and community. Great philosophers and educators have acknowledged this fact and recognized the importance of music.

Successful, relevant music curricula have historically been based on group participation in band, orchestra, and choir -- the group being an organization working together toward the same goals in learning and performance. Excellence, pride, a sense of contributing and belonging, the self-satisfaction of being a participant in sharing talent, the enthusiasm created in each other, the stimulation of desire to improve,

continuing motivation, the sense of communication -- all are important to the child or adult.

The committee can see no insurmountable problems with the implementation of the 45-15 school year in elementary vocal music; however, preparation of traditional community-oriented programs involving the child would be difficult to facilitate.

Since the development of music skills and techniques requires a specific sequence, an attempt in elementary instrumental music to combine four tracks in different learning stages could present insurmountable problems. As this plan exists, the solution to teaching instrumental music at the elementary level would be to keep each track as a separate class. This plan would result in decreased teaching loads and more opportunity for individualized instruction. The implementation of this program would require a substantial increase in personnel.

If additional staff cannot be acquired, numerous disadvantages will occur. Students of different levels of achievement would be scheduled together. This grouping would lead to boredom and disenchantment for the advanced students, held back by the ineptitude of the less experienced. They, in turn, would be frustrated and discouraged since they could not maintain nor increase their progress. Continual readjustment (every three weeks) would be necessary in instrumentation, balance, group knowledge, and playing ability. There would be a repetition of class balance only every three months (for example: August, November, and May), and then for only two or three

weeks. A direct result of this program would be less constancy in teaching methods, less teacher-student rapport, and a very limited amount of group activity. If only one teacher station is available, as is the usual situation, individualized teaching would have to take place in the same room. The instrumental classroom situation is different from others. Instrumental students "study" by actively playing instruments. Numerous kinds of instruments playing different music assignments create "noise" -- students have difficulty in hearing themselves, learning good tone, and producing accurate pitch; in this situation dynamics and sensitivity would diminish. It is impossible for the teacher to talk, to instruct individuals, and to be heard unless the room is very large and the student number very small. The present class-time length is too short to listen and teach each student separately. A student's errors are lost in the confusion. A less thorough type of teaching would result if students were in three different learning tracks and levels of achievement combined in one class.

The Boise schools instruct heterogeneous groupings of instruments, whereas, in the 45-15 operating school, Valley View, District 96, Lockport, Illinois, the grouping is homogeneous. Valley View stabilizes class load at six students to an instrumental class. Boise schools have no maximum student load for instrument instruction; average class loads are 15-25 students.

The Illinois school rotates scheduling of instrumental classes twice a week. Students are excused from different classes (example: science, math, history) as opposed to the Boise concept of scheduling

instrumental classes opposite general music classes. 45-15 would create substantial changes in the approach to instrumental music instruction from the standpoint of scheduling, class size, heterogeneous groupings of instruments, and existing staff.

The 45-15 school year could be implemented in the secondary schools of Boise, but would result, in the opinion of the committee, in the curtailment of performing groups. A music group must depend on balance and instrumentation, whether it is vocal or instrumental. Since instrumentation changes every three weeks, it would be most difficult to build any type of large performing groups.

The inherent scheduling problems of large music ensembles in relation to student enrollment on four different attendance tracks create a situation where only three-fourths of the band, choir, or orchestra group is in attendance at one specific time. This smaller segment has a direct bearing on performing groups relative to instrumentation, balance, rehearsals, and performances.

Conclusion

Proposed solutions to implementation of 45-15 in the area of secondary music are:

1. To recruit a fully instrumented band in each track. Four 25-piece bands in relationship to a 100-piece symphonic band, requiring a period of five years from grade school to high school for implementation.
2. To contract students during their 15-day vacation.
3. To provide an activity bus for students during their 15-day vacation period to participate in choirs, bands, and orchestras.

Valley View District 96 in Lockport reports a 50% involvement of the total number of students in relationship to activity programs in music during the 15-day off track vacation period.

The committee noted the difficulty of acquiring additional music personnel if the permanent music staff does not elect a 12-month year-round contract.

Bands, choirs, and orchestras, in public school music education, have provided students with a natural outlet in the building of self-pride, group incentive, stimulation, excellence, communication, self-discipline, respect, emotional expression, interpretation, and physical and psychological responses. These traits represent the positive educational and cultural program that the performing arts have provided to the students and patrons.

In this day of change, the music committee believes that the implementation of the 45-15 year-round school as presently understood would drastically change the concept of music education that has prevailed up to the present time in the Boise School District.

Transportation and Safety in the 45-15 Plan

Homer Clough

Since we contract our pupil transportation on a per-pupil basis, we do not foresee any appreciable increase in transportation costs. However, we know that the changing nature of the bus routing increases the cost of administration. We predict that it will be necessary to have a full-time supervisor of transportation with a full-time secretary.

Routing of buses to serve our students could be done by:

1. Running the routes according to a master plan regardless of the changing attendance pattern of the students.

2. Running the routes with changes every fifteen days in the groups of students serviced. The latter plan would mean that every fifteen days there would be a different combination of groups. The demands of the latter plan would pass the capabilities of the human and move into the realm of the computer.

Yet to be answered is the question of activity buses for students not in school, but who are involved in activities that continue through the fifteen-day vacation period of the various groups. If activity buses are used, naturally an additional cost would accrue.

Since only seventy-five per cent of the students would be in attendance at any one time, a decrease in the number of buses and drivers used would result. This reduction in drivers would permit greater selectivity and training.

The twenty-five per cent reduction in student population using a given facility at a given time should decrease the number of accidents by virtue of less pressure and more supervision of hallways.

playgrounds, crosswalks, and so forth for elementary students. The number of students walking to school during the darker periods of the winter would be decreased.

Student safety-patrol programs would need to be very flexible in organization. At first, the changing pattern of school pedestrians would be confusing to local motorists as would school pedestrians in the summer to out-of-the-city motorists. The cost of our Adult Crossing Guard program would increase since they would be used an additional three months.

The existing parking lots at our high schools should be able to contain the students' automobiles as the number of students in attendance at any one time would be fewer. Streets and neighboring elementary pedestrians should benefit by fewer high-school drivers.

School Lunch

Edythe Gilster

Any advantages or benefits of the 45-15 to the school lunch program would be hard to define. If and when the program is implemented, we would be able to serve the students.

We are assuming we would feed approximately 6,500 students per day, and would need 130 cooks at an average wage of $12 per day. During the summer months we might be feeding fewer students, but we would plan special summer menus.

Following are a few of the problems or concerns to our department, resulting from implementation of the 45-15:

1. All kitchens would have to be air-conditioned.
2. Section 6 commodities from the Federal Government would be limited during the summer.
3. Cooks would be difficult to hire as over 75% of our staff have small children and would not be available for full-time summer work.

The School Lunch Department will work closely with all other segments of this program. As commodities might be limited in supply during summer sessions, lunch prices might be slightly higher.

Relationships with the State Government

Robert Neal

The committee in contact with the State Department of Education with reference to the 45-15 plan and foundation program was informed that the transition would not cause any difficulties. The present foundation program is based on the attendance of a 180-day calendar year. Reimbursement to school districts is based on the highest 28 weeks of average daily attendance. There is no stipulation in the statutes or state board regulations that determines that the school-year calendar run from September to June.

It is possible to schedule the 180-day school calendar during any time of the year, but reimbursement for a program coincides with the State fiscal year, which is July 1 to June 30.

During the first year of operation of a 45-15 plan the attendance schedule would overlap with the fiscal year, which in essence would mean that an adjustment would have to be made for reimbursement to the District for this school calendar year. Thereafter, the attendance of students during the 180-day school year would coincide with the fiscal year.

The foundation program as stated above is based on the average daily attendance of students. Under this reimbursement policy the school district would not be reimbursed for the extra contractual time of teachers or use of facilities for this extended time.

Social Security and retirement rates would not cause problems because both are based on a percentage factor of the salary on a

quarterly or monthly basis. Teacher contracts at the present time are based on the fiscal year and this would not change if the District moved into the 45-15 plan.

It would be possible to conduct a school-lunch program but with the understanding that arrangements would have to be made for commodities during the summer sessions.

According to representatives of the State Department of Education there are no critical problems on the surface in relation to the 45-15 plan but after an in-depth study is conducted there could be the possibility of necessary legislative action. All other concerns could be worked out and arranged through the State Department of Education.

Community Schools

Tom Richards

Community Schools would provide opportunity for six-to-eighteen-year old students to attend Community Schools evening classes, during both the 45-day phase and the 15-day phase, either continuously or the student's choice of 45-day period, or 15-day period.

Classes for 15-day duration could be either brush up to keep the student current on daytime subjects, or the class could be in a subject area entirely new to the student.

Community Schools programming could be geared to fit 45-15 time groups, allowing a person of any age to arrange his personal schedule to fit the community calendar based on 45-15 plan.

As the Community Schools are new in the Boise area, Community Schools should retain flexibility that will allow coordination with 45-15. No difficulties regarding Community Schools are apparent at this time should 45-15 be implemented in Boise.

Community Concerns

Barbara Snell and Mable Borchardt

Following the colloquium on the 45-15 year-round school and at the suggestion of Mr. James Saad, chairman, we are stating our opinions and those of other school patrons with whom we have talked.

Personally, we oppose the plan. We find this opposition typical of the people of Boise with whom we have visited and we made it a point to ask the opinion of a great many people.

Opposition centers around these major factors:

1. The chaotic effect of the social and family life of the community. Because the schools are such an important part of our life, the school calendar sets the social calendar. The problem of having to reorganize the family activities to conform to a fragmented school year is disrupting and unappealing. The 45-15 plan would be particularly unfair to the ambitious young person who wishes summer employment. We feel the program would have a very disruptive effect on camping, both institutional and family. Our observation finds young people who are feeling resentment toward the regimentation in our society seeing increased regimentation in this plan, thus increasing resentment rather than decreasing it.

2. Almost everyone agrees today that the non-academic and extracurricular activities are a very important part of the school and in the development of the personality of the student. Most of these activities require continuity which would be next to impossible under the 45-15 plan.

3. Most people feel that the plan would make more impersonal the relationship between teacher and student and we feel that we need to be striving toward a more personal relationship.

4. We feel the present schedule which allows the teacher a large block of free time which allows him to study, travel, and relax is essential.

We feel that the advantages of the 45-15 plan are not great enough to ask all of the people to make all of the required changes

in their style of living. In our opinion, not educationally better, more expensive to operate, and upsetting to almost all people in the community, the 45-15 plan should not be put into effect.

CHAPTER II

Summation

Educational Considerations

Theoretical educational advantages have been gathered from the professional literature and listed in the introduction to this study. Some of them are being realized under the present school calendar. Others could be realized only by means of a year-round school program. The committee generally agrees that improvement of the educational offering provided by a school district embarking upon a year-round school program depends upon the quality of planning done by the total community before the concept is implemented.

Planning for an extensive year-round school program is a complicated process. Authorities with experience in planning the concept state that at least 21 months of lead time is necessary after a community decides to implement the program. This time estimate presupposes that the district doing the planning has data-processing for student accounting. The Boise Schools do not have this facility at this time. We have identified the major elements of the problem and considered them in our study. However, the definition of the elements for computerized programming would necessitate an additional increment of time.

A study of student achievement under the 45-15 program is being conducted by the U.S. Office of Education. The study sample is comprised of students in the Valley View, Lockport, Illinois, school systems, K through 8. Information from this study will be available

during the summer of 1972. Since the concept has not been fully implemented for students of grades 9 through 12, information on secondary student achievement will not be available until the concept is developed and tested on the secondary school level.

The school systems that have programmed successful year-round school concepts on an extensive scale have done so out of necessity. Their search for educational advantage is an untested part of their designs to alleviate funding problems, urban problems, or problems of school space. The question of acceptance or rejection on a national scale will be answered when and if communities accept the idea on educational merit.

Our simulation approach in the Boise study has provided us with a fund of experience that will permit us to interpret the experience of others from a premise of knowledge gained from a survey in our own community. If the year-round school idea grows nationally, it will be imperative for us to have knowledgeable people in our community who can discern what information offered by others is representative of our local situation.

Social Considerations

The influence of an arbitrary term-rotation year-round school concept upon the social relationships between students would be considerable. Traditional patterns of social contact would be changed by sequential attendance patterns.

Social interaction between individual students in a school setting and the quality of group activities in a school setting are

important contributors to the development of adult personality. We could find no reference to a study of this area of the affective domain in the professional literature on year-round schools. In the judgment of our students, teachers, and administrators, particularly those on the secondary school level, it would be difficult to develop the same sense of student body *esprit* that is possible within the present school calendar.

A large segment of Boise public opinion is opposed to the year-round school concept at this time. Most of the objections are related to the life-style of the community. The committee has found that the educational, social, and recreational opportunities provided by the community outweigh any advantages which could possibly accrue through a year-round school program. Perhaps public attitude would change if the community were faced with a school space crisis that limited possible alternatives. This attitude could only be ascertained when and if such a situation presented itself.

Concern has been expressed by other social institutions within the community that year-round schooling in Boise would fracture their programs, leaving citizens with fewer choices for social involvement outside the school.

The social implications of year-round schools have not been thoroughly studied. Implementation of the concept is not widespread, nor has it been programmed long enough throughout a single school system that is representative of Boise for us to make theoretical projections.

Economic Considerations

The authors of the Valley View 45-15 plan, Lockport, Illinois, caution against making any cost projections without actual experience operating within the plan. They stated at the colloquium in Boise, February, 1972, that the U.S. Office of Education has planned a complete financial audit of their continuous school-year operation. Until the audit is completed, they will make no financial comparisons between their operations under 45-15 and the traditional school calendar.

Our cost projections for air-conditioning the schools are based upon advice we received from local sources. They are as accurate as we can make them without an on-site engineering study.

Early in our study, we planned to project cost estimates. These costs were impossible for us to determine. Cost projections requested in the directions for the simulation were dropped as it became apparent that our estimates would be too conjectural.